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ABSTRACT

The report contains the results of a survey of precollege psychology in Mississippi carried out between October 1975 and March 1976. The purpose of the survey was to obtain a profile of major psychology activities--separate psychology courses, objectives, textbooks, approaches, and teaching methods. A questionnaire was mailed to 388 Mississippi secondary school principals. The principals were requested to forward the questionnaire to the teachers who taught psychology courses in their schools. One-hundred and ninety eight principals responded. The survey revealed that psychology as a separate course of study for credit was taught in 17.7 percent of the 198 secondary schools. The report is concerned primarily with the responses of the 35 teachers who actually taught the psychology courses. The analyses include information on school, teacher, class, and student characteristics; popularity of the course; behavioristic or humanistic orientation of teachers; enrollment data; use of state-adopted textbooks; and course objectives, content, and methods. Findings indicated that most precollegiate psychology courses in Mississippi were: (1) related to personality theory, emotions, and social behavior; (2) offered as elective courses in public secondary schools for one semester to 11th and 12th grade students; (3) increasingly popular among students; (4) taught by a combined lecture/discussion method; (5) directed toward helping students better understand and accept themselves as individuals; (6) offered in white rural, urban, and suburban schools with student enrollments between 150 and 350 and between 501 and 1,000 students; and (7) taught by social studies teachers who used at least one of the state-adopted psychology textbooks. (Author/DB)

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THE STATUS OF
PRECOLLEGE PSYCHOLOGY IN MISSISSIPPI:
THE FINAL REPORT OF
A SURVEY STUDY
IN 1975-76

BY

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January, 1977

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CHAPTER I

Precollege Psychology In Mississippi: An Introduction

Frequently, when new courses are added to secondary school curriculums, they are the result of legislative or state department of education mandates in response to growing concern among educational or political leaders. However, Psychology, as a separate course of study for credit, has been added to the curriculum of schools in all fifty states without such a mandate. In fact, this course has been added without the state department of education in any state setting up a systematic program to include it within the state's secondary school curriculum. This volume will report on the present status of precollege psychology within the curriculums of Mississippi's secondary school system.

A Brief Review of the Literature

Psychology has been included in the curriculum of America's secondary schools since the 1830's. During the 1800's, the content of psychology was tied to that of philosophy, especially moral philosophy. By 1900, it was designated as a separate course of study with over 12,000 students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biannial Survey of Education reported that enrollment had increased to nearly 50,000 students. In the 20 years between 1932 and 1952, enrollments in psychology courses in the high school curriculum grew significantly faster than either sociology or economics courses.

The course gained even more popularity and enrollment through the fifties and sixties. Records on student enrollment in 1963 revealed that nearly 200% more students were taking the course than had taken it 14 years earlier. The sharp rise in the number of schools offering the course and the increase in the number of states teaching psychology further attest to the growth. By 1968, it was estimated that nearly 200,000 students were taking the course for credit each year. Data on secondary school enrollments for 1972 indicate that over 600,000 students had taken the course during that school year.

Studies of precollege psychology courses over the past three decades have tended to substantiate each other. The more important characteristics and data relative to the status of precollege psychology revealed by these studies include:

1. Student enrollment and the number of schools offering the course are rapidly increasing.
2. Professional educators, psychologists, and teachers agree that there is a need for psychology courses in the curriculum.
3. The majority of the schools which offer the course are public schools.
4. The course is most likely to be offered in schools with over 300 students enrolled.
5. The course is offered most often in urban school settings.
6. The course is most often offered as a one semester length course.
7. The course is offered in schools in all fifty states.
8. The psychology course is not required for graduation by any state department of education.
9. The course is offered primarily as an elective curricular offering but a few schools in each state may require it of their

students for graduation.

10. Teachers of these courses usually have less than four sections of psychology to teach each term.

11. The course is most frequently open to seniors or to juniors-and-seniors combined.

12. Girls are more likely to take the course than boys.

13. Whites are more likely to enroll in the course than blacks.

14. The course is very popular among students.

15. Students and teachers see the course as being valuable.

16. Personal adjustment and mental hygiene are the two most often stated objectives of the course.

17. Until the mid-1970's, the T. L. Engle and L. Snellgrove textbook, Psychology: Its principle and applications, was by far the most popular text used for the course.

18. Since 1970, nearly a dozen new texts written specifically for the precollege course have been introduced.

19. Teachers of psychology are predominantly certified in the social studies.

20. The psychology course is usually assigned a social studies credit.

21. The "typical" psychology teacher has earned between 12 and 24 semester hours in psychology on the college level.

22. Regardless of their college preparation, a large majority of teachers feel adequately prepared to teach psychology to high school students.

23. Teachers have no difficulty in labeling their approach to the course as either "humanistic" or "behavioristic."

24. Nearly all teachers desire more audiovisual aids and other instructional materials to assist them in their courses.

25. Teachers develop and use a great deal of materials such as handouts, newspaper clippings, and popular magazines to supplement their courses.

26. More schools would offer the course if properly trained teachers and funds were available.

The above list outlines only some of the more distinguishable characteristics of the psychology course and its teachers.

When the study reported here was initiated in October, 1975, whether Mississippi was caught up in the psychology explosion or was just in the embryonic stages of growth relative to psychology was unknown. At the time, the Mississippi State Department of Education already had developed specific requirements regarding the certification of high school psychology teachers and at least one state university, Mississippi University for Women, had established degree requirements for individuals seeking a bachelors degree in this subject matter area. Indeed, the importance and relevancy of psychology had been seen by the highest levels of the professional and academic communities in the state's education system. But what of the individual schools and school districts? Of classroom teachers? Of secondary school students?

Prior to his arrival in Mississippi, the author had already conducted three surveys relative to the status of precollege psychology in Florida. The degree to which precollege psychology courses in Mississippi and Florida was similar was unknown. In an effort to obtain empirical data relative to the status of psychology in the secondary schools of Mississippi, the decision was made to survey the state's nearly 400 secondary schools. This report discusses how the survey was conducted, what results were obtained, and what these data mean.

CHAPTER II

The Status of the Course and Its Teachers: A Summary Overview

In October, 1975, a four-page questionnaire containing 40 items accompanied by an introductory letter and a stamped, self-addressed return envelope was mailed to 388 Mississippi secondary school principals. The letter requested the principals to forward the questionnaire to the person in their school who was responsible for teaching the psychology course(s). Should no individual be assigned such a course, the principals were asked to complete the questionnaire as appropriate and return it. By December 31st, 146 responses (37.6%) were received from the initial mailing. After a more recent School Directory was secured and the original list of schools was revised to include 375 schools, a second mailing was conducted in mid-January, 1976. By March 1, 1976, a total of 198 questionnaires were received from the 375 schools surveyed (52.8%).

The survey revealed that psychology as a separate course of study for credit was taught in 35 of the 198 Mississippi secondary schools responding to the questionnaire (17.7%). When compared to information obtained from the Mississippi State Department of Education, these 35 schools represented a 205.9% increase over the figure recorded in their data bank (a total of only 17 public schools). The results of the survey revealed that 23 of the 144 public schools (16.0%) and 12 of the 54 private schools (22.2%) responding to the questionnaire offered separate psychology courses to their students. In addition, 69 of the 163 respondents (42.3%) who indicated no separate psychology course was offered in their schools did

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TABLE 1

Classification of the Various Categories of Secondary Schools Involved in this Status Survey[1]

Category of school	Total number of schools	Number teaching psychology as a separate course	Number not teaching psychology	Number of schools not returning questionnaire
Public	276	23	121	132
Private	99	12	40*	47*
Non-religious	40	8	29	3
Non-Catholic religious	47	2	6	39
Catholic parochial	11	1	5	5
School for delinquent boys	1	1	0	0
Total	375	35	161*	179*

[1] Totals were abstracted from the 1973-74 Mississippi School Directory.

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*Note: 2 respondents from ono-public schools failed to identify the category of their respective schools.

report "psychological" content was included in some phase of their respective school curriculums.

This report will concern itself primarily with the responses of the 35 teachers who actually taught the separate course in psychology. The data from these 35 teachers were grouped to form the set of responses most discussed within the following pages. When and where appropriate to this discussion, the responses of the 163 nonpsychology teacher respondents will be combined and presented.[1]

School Characteristics

The responses of the 35 teachers who taught the course revealed these courses were offered primarily in public secondary schools (23 responses or 65.7%) with nonreligious private schools (8 responses or 22.9%), private religious schools (2 responses or 5.7%), and a Catholic parochial school and a school for delinquent boys (each with 1 response or 2.9%) following in that order. In other words, approximately two-thirds of all separate psychology courses were taught in public secondary schools.

The 35 teachers taught their courses in schools with dissimilar total school enrollments, racial mixtures, and rural-suburban-urban settings. The data describing each of these school characteristics are reported below.

When the responses of the teachers regarding the size of their school's student enrollment were tabulated, the data revealed 10 teachers each (28.6%) taught in secondary schools with student enrollments of between 150 and 350 and between 501 and 1,000 students. Courses were also offered in schools with enrollments of between 1,000 and 1,500 students which ranked third with 7 responses (20.0%) with schools enrolling less than 150 students and between 351 and 500 students tied for fourth place with 3 responses each (8.6%). Schools with more than 1,500 students ranked sixth with 2 responses (5.7%). These data primarily reflect the large number of Mississippi secondary schools with small student enrollments. They are not meant to be interpreted as inferring that smaller schools more frequently than larger ones have purposefully added the separate psychology course to their existing curriculum. Of importance, these data suggest that required courses (e.g., American History) do not operate to restrain the development and inclusion of psychology courses within some of the state's smaller secondary schools.

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[1] Percentages in this chapter and throughout this report are based upon the total number of respondents who responded to the item and not upon the number of respondents who had the opportunity to respond.

Of the 28 teachers who responded to the item concerning the ratio of white to black students attending their school, 9 teachers (32.1%) indicated they taught in schools with a racial balance of approximately 65% white and 35% black. Eight teachers each (28.6%) taught in schools with racial mixtures of either 95% white/5% black or 80% white/20% black. Two teachers taught in schools with an approximate 35%/65% white-black ratio, and 1 teacher (3.6%) taught in a school with a 50%/50% white-black ratio. Seven teachers failed to indicate the racial mixture of their schools.

A plurality of the teachers, 16 or 45.7%, taught in secondary schools whose geographic and social setting were predominantly rural in nature. Twelve teachers (34.3%) taught in urban schools while 7 respondents (19.5%) indicated their schools drew students from suburban settings. These data, as with those regarding school size, largely reflect the predominant rural location of Mississippi's nearly 400 secondary schools. For example, of the state's 150 public school districts, only 12 (8.0%) are located in areas with a population in excess of 25,000 people.

Course Characteristics

Data were collected relative to the length of time the specific course in psychology were offered. By far the most frequent response showed that 27 schools (77.1%) offered one semester-length courses. The only other length where responses were recorded was the year-long course option which received 8 responses (22.9%). There appears to be a definite effort to offer semester long courses in psychology while at the same time offering no courses of less than a semester in length. In Mississippi, year-long courses are the only alternative to semester-length psychology courses.

When asked if the specific course in psychology was offered as an elective or required course at their schools, 33 of the 35 respondents (94.3%) indicated the former. Two teachers (5.7%) reported the course was required for graduation from their respective schools. In addition, both of these required course teachers were from private schools.

When asked to indicate the number of sections of psychology they taught each day, the data from the 34 teachers responding to this item revealed 22 teachers (64.7%) taught one section, 10 teachers (29.4%) taught two sections, and 2 teachers (5.8%) taught three section per day. In total, these 34 teachers reported teaching a total of 48 sections each day, or an average of 1.41 sections per teacher per day. And, although 22 teachers representing nearly two-thirds of the total number of teachers taught 1 section per day, the 12 other teachers taught a greater percentage of the total number of courses taught each day (i.e., 26 of the 48 sections or 54.2%).

In examing the above data, one pattern characteristic of this course offering suggests itself. In an effort to open the course for more students, the smaller schools appear to have offered the one semester-length psychology course at the rate of one section per semester while schools with larger enrollments and more curriculum flexibility could and did offer both longer length courses and more sections per term than did their smaller school counterparts. From these data, the relationship among school size, length of time the course is offered, and the number of sections of the course offered per term is apparent.

According to the data reported by these teachers in reference to enrollment in their courses, 1,699 students took the separate psychology course for credit in 1975-76. This figure represents an increase of 137% over the total of 717 students reported by these teachers as having taken similar courses during 1974-75. In addition, the 163 nonpsychology course respondents indicated 40 students had enrolled in psychology-related courses in their schools during 1974-75 with this figure increasing to 709 students during 1975-76.

Computed another way, 1,354 students (79.6%) were enrolled in the 23 public schools offering psychology while 345 (20.4%) were enrolled in the 12 private schools offering similar courses. These findings when converted reveal the average public school offering separate psychology course enrolled 58.8 students in these courses over the 1975-76 school year as compared to 28.8 students enrolled in such courses offered in private schools.

And finally, when the student enrollment data were examined relative to the length of the course, they revealed that 1,442 students (86.4%) were enrolled in the 27 schools whose course offerings lasted one semester while 257 students took psychology in the 8 schools offering the course for a full year.

Class Characteristics

Information pertaining to the grade level of the students enrolled in these courses was obtained. Courses open to only ninth, tenth, or eleventh graders were not offered in any school. Six teachers (17.1%) indicated their courses were open to just twelfth graders. The grade combinations which received the most responses were the eleventh-and-twelfth grades (20 responses or 57.1%) and the tenth-through-twelfth grades (8 responses or 22.9%). One teacher reported the grade levels of ninth through twelfth were eligible for enrolling in the psychology course offered in that particular school. These figures represent a tendency of schools to enroll primarily seniors and then juniors with approximately 1 of 5 schools also allowing tenth graders to enroll in the course.

The pattern of grade level enrollments described above is similar to that found among Florida secondary schools in 1972-73 and 1974-75 (Stahl, 1976; Stahl and Casteel, 1973, 1975). This pattern was interpreted as meaning the psychology course was seeking a niche in the curriculums of that state's secondary school programs. These student enrollment grade level combinations at this level of the curriculum suggested that psychology as a separate course offering competed with American History, Problems of Democracy, World History, and other social studies courses for the attention of eleventh and twelfth graders who were required to take these particular courses in order to graduate from their respective schools.

The findings relative to the sexual make-up of the psychology classes indicated that in nearly three-fourths of the schools, 26 schools or 74.5%, the majority of the students in these courses were girls. Two teachers (14.3%) reported a majority of the students enrolled in their courses were boys while 4 teachers (11.4%) reported evenly balanced female-male class enrollments.

Fifteen of the 32 teachers (46.9%) responding to the item describing the racial composition of their own psychology classes reported that they taught classes which had a racial mixture of approximately 95% white and 5% black. This finding alone suggests that in almost one-half of all psychology courses taught in Mississippi secondary schools, the student enrollment is approximately 19 whites to 1 black regardless of the white-black ratio of the total school enrollment. The second most frequently indicated ratio of whites to blacks enrolled in these courses was 65% white/35% black and 20% white/80% black with 5 responses each (15.6%). The 80% white/20% black was fourth (4 responses or 12.5%) and the 50%/50% white-black ratio was fifth (3 responses or 9.4%). No teacher indicated classes of the 35% white/65% black ratio as included in the questionnaire. Collectively, 75.0% of the psychology classes enrolled at least 2 white students for each black student with 62.5% of these classes enrolling 19 whites for each black student.

Popularity of the Course

The respondents were asked to indicate whether the separate psychology course was considered a popular course for students to take at their school. Of the 33 teachers marking this item of the questionnaire, 28 (87.5%) answered in the affirmative.

In another item related to the popularity of the course, respondents were asked whether student demand for their psychology courses(s) had increased, decreased, or remained approximately the same over the past two or three years. In schools where specific courses in psychology were offered, 18 of the 26 teachers (69.2%) who responded to this item indicated that demand for the course had risen over this period. For most, the demand had risen sharply. Eight teachers (30.8%) indicated a fairly stable demand while no teacher reported a decrease. Of the 163 respondents in the schools not offering separate psychology courses, only 12 decided to mark a response to this item. Of this total, 7 (58.3%) indicated an increase in student demand for the course; 3 (25.0%) indicated a steady demand for such courses; and 2 (16.7%) reported the demand had decreased for separate psychology courses in their schools over the past two or three years.

Course Objectives, Content, and Methods

Information was also obtained relative to the objectives set for the course by these teachers, the topics which were included in there courses, and the general methods the teachers used while teaching their students.

The teachers were asked to identify the objectives they set for teaching their courses at the secondary school level. This item of the questionnaire allowed teachers to check any number of 12 objectives already provided and included an invitation to add other objectives should those provided by inappropriate. The 35 teachers marked an average of 7.88 objectives each (see Table 2). The three objectives receiving the most support among the 12 listed were:

(a) to help students better understand and accept themselves as individuals (32 responses or 91.4%);

(b) to help students understand and deal with their personal problems (31 responses or 88.6%); and,

(c) to assist students in adjusting to life and solving life's problems (29 responses or 82.9%).

TABLE 2

Objectives Cited For Separate Psychology Courses As Indicated By
35 Mississippi and 179 Florida Psychology Teachers

	1975-75 Mississippi Psychology Teachers			1974-75 Florida Psychology Teachers	
Objectives	F	%	R	%	R
a. To help students better understand and accept themselves as individuals	32	91.4	1	86.0	2
b. To help students understand and deal with their personal problems	31	88.6	2	90.5	1
c. To assist students in adjusting to life and solving life's problems	29	82.9	3	83.2	3
d. To apply psychological knowledge to understand contemporary social problems and events	26	74.3	4	63.1	6.5
e. To help develop an appreciation for psychology as a field of scientific knowledge	25	71.4	6	62.0	8
f. To help students cope with problems associated with emerging adolescence	25	71.4	6	67.0	5
g. To assist students in developing a basic psychology of life	25	71.4	6	67.6	4
h. To eliminate many of the misconceptions students have about psychology and psychologists	23	65.7	8	60.9	9
i. To assist students in preparing for family life	18	51.4	9	63.1	6.5
j. To prepare students for college psychology courses	17	48.6	10	57.0	10
k. To assist students in understanding the vocabulary associated with psychology	15	42.9	11	56.5	11
l. To help students in their vocational planning	10	28.6	12	24.6	12
m. Other	1	-	-	-	-

NOTE: The rank-order correlation coefficient for these two sets of data is .91 ($\underline{p} < .001$). The $\Sigma d^2 = 24.5(12)$.

The three objectives least supported by these teachers were:

(a) to help students in their vocational planning (10 responses or 28.6%);

(b) to assist students in understanding the vocabulary associated with psychology (15 responses or 42.9%); and

(c) to prepare students for college psychology courses (17 responses or 48.6%).

The only "other" objectives cited by these teachers were to assist student understanding of mental illness and retardation and to assist students to understand the learning process.

In contrast, 179 Florida psychology teachers ranked the objectives rated first, second, and third by these Mississippi teachers as second, first, and third among the identical list of 12 objectives. This pattern of similar rankings assigned the same objectives is maintained throughout the list of the 12 objectives (r_s (22) = .91, $p < .001$). In fact, these two groups of teachers agreed upon the exact same objectives and the same rank level for their last three objectives (see Table 2).

A list of 22 topics generally covered in psychology courses on the precollege level was presented in the questionnaire. The respondents were invited to indicate all of those topics which they included in their courses (see Table 3). The 35 teachers checked an average of 14.0 topics each.

The five topics included most often in courses taught by these teachers were personality theory (32 responses or 91.4%), social behavior (31 responses or 88.6%), mental illness (29 responses or 82.9%), emotions (28 responses or 80.0%), and drugs, alcoholism, etc. (27 responses or 77.1%). The four topics studied least often in these separate psychology

TABLE 3

A Comparison of the Topics and Content Included in Psychology Courses Taught by the 35 Mississippi and 179 Florida Psychology Teachers

	Mississippi Psychology Teachers			Florida Psychology Teachers	
Topics	F	%	R	%	R
a. Personality theory	32	91.4	1	87.7	1
b. Social behavior	31	88.6	2	79.3	5
c. Mental illness	29	82.9	3	87.2	2
d. Emotions	28	80.0	4	83.2	3
e. Drugs, alcoholism, etc.	27	77.1	5	68.2	9
f. Intelligence	26	74.3	8	77.1	6
g. Motivation	26	74.3	8	72.1	8
h. Mental health	26	74.3	8	82.7	4
i. The adolescent	26	74.3	8	66.5	10
j. Abnormal behavior	26	74.3	8	75.4	7
k. Love	25	71.4	11	58.1	14
l. Growth and development	24	68.6	12	58.7	13
m. Mental retardation	22	62.9	13.5	55.9	15
n. Learning and thinking	22	62.9	13.5	64.8	11
o. Marriage and the family	20	57.1	15	50.8	19
p. Heredity and genetics	19	54.3	16	52.5	18
q. Sensation and perception	18	51.4	17.5	53.6	17
r. History of psychology	18	51.4	17.5	55.3	16
s. Parapsychology, esp	17	48.6	19	64.2	12
t. Human body-physiology	13	37.1	20	30.2	21
u. Child care	9	25.7	21	33.0	20
v. Statistics	6	17.1	22	18.4	22

NOTE: The rank-order correlation coefficient for these two sets of data is .92 ($p < .001$). The $\Sigma d^2 = 145$ (22).

courses were statistics (6 responses or 17.1%), child care (9 responses or 25.7%), the human body-physiology (13 responses or 37.1%), and parapsychology, esp (17 responses or 48.6%).

The Mississippi teachers and the 1974-75 Florida teachers were very close in their agreement as to the content and topics they included within their respective course (r_s (22) = .92, $p < .001$). For an examination of their comparative rankings, see Table 3. These rankings reveal that the psychology courses taught by these two sets of teachers included approximately the same topics and content at about the identical level of priority. However, these data do not reveal the qualitative nature of these courses in terms of how well, how much, and how long these topics were studied in the different classrooms represented in this report.

An item was also included seeking information as to the topics and content these teachers believed should be included in psychology courses taught on the secondary school level. The respondents were invited to select from a list of the same 22 topics presented earlier all the topics that should be included in these courses. These individuals also had the option of adding other topics if the ones provided were not sufficient for their needs.

Three of the four topics previously identified as the topics most often covered in psychology courses taught by these teachers were checked as topics these teachers thought most ought to be included in these courses. The three topics, personality theory (32 responses or 91.4%) social behavior (30 responses or 85.7%), and emotions (29 responses or 82.9%), which ranked first, second, and third among topics which should be included were ranked first, second, and fourth, respectively, as topics which these teachers included in their courses (see Table 4). The

TABLE 4

Comparison of The Topics The Mississippi Teachers Believed Should Be Included In Psychology Courses With The Topics They Already Included in Their Courses

	Topics Believed Ought To Be Included in These Psychology Courses			Topics Actually Included in Courses Taught by These Teachers	
Topics	F	%	R	%	R
a. Personality theory	32	91.4	1	91.4	1
b. Social behavior	30	85.7	2	88.6	2
c. Emotions	29	82.9	3	80.0	4
d. Mental illness	28	80.0	6.5	82.9	3
e. Drugs, alcoholism, etc.	28	80.0	6.5	77.1	5
f. Intelligence	28	80.0	6.5	74.3	8
g. The adolescent	28	80.0	6.5	74.3	8
h. Abnormal behavior	28	80.0	6.5	74.3	8
i. Learning and thinking	28	80.0	6.5	62.9	13.5
j. Mental health	27	77.1	10	74.3	8
k. Motivation	26	74.3	12	74.3	8
l. Growth and development	26	74.3	12	68.6	12
m. Marriage and the family	26	74.3	12	57.1	15
n. Love	25	71.4	14	71.4	11
o. Mental retardation	23	65.7	15	62.9	13.5
p. Sensation and perception	22	62.9	16.5	51.4	17.5
q. History of psychology	22	62.9	16.5	51.4	17.5
r. Parapsychology, esp.	21	60.0	18	48.6	19
s. Heredity and genetics	20	57.1	19.5	54.3	16
t. Human body-physiology	20	57.1	19.5	37.1	20
u. Child care	14	40.0	21	25.7	21
v. Statistics	9	25.7	22	17.1	22

NOTE: The rank-order correlation coefficient for these two sets of data is .93 ($p < .001$). The $\Sigma d^2 = 726$ (22).

greatest difference in rankings was found for the topic learning and thinking. This topic was ranked in position 6.5 among topics which these teachers indicated should be included in these courses and only position 13.5 among the topics these same teachers actually included in their courses. Otherwise, the degree of similarity between these two groups of responses is extremely high (r_s (22) = .93, $p < .001$).

Other topics mentioned by these teachers as relevant to their courses and which should be included in these courses are dreams, self acceptance, hypnosis, sexuality, sex roles, and sexual behavior (all with 1 response each).

Besides being concerned with the objectives for these courses and the content studied by the students, the survey sought information relative to the specific methods these teachers employed in trying to achieve their instructional objectives. Five specific methods were listed along with space for adding other methods these teachers might have used. Far and away the most popular method used by these teachers was the lecture-discussion (31 responses or 88.6%). Tied for a distant second were the methods text-and lecture and discussion (each with 20 responses or 57.1%). In fourth position was the laboratory experiment method (7 responses or 20.0%) with fifth place taken by the lecture-demonstration method (5 responses or 14.3%).

Thirteen teachers identified "other" methods were employed in addition to those listed in the questionnaire. These "other" methods were small group work (3 responses), field trips and guest speakers (2 responses each), and panel discussions, tests, inquiry, films, audio-visual aids, research papers, textbook readings, stories in literature, and peer group teaching in elementary school classes (1 response each).

In review, these data reveal Mississippi psychology teachers used many diverse methodologies in presenting students psychological information while trying to attain their respective course objectives. Again, however, these data provide no estimate of the qualitative nature of these methods as they were employed within these various courses.

Use of State-Adopted Textbooks

As expected, a large number of the 35 teachers used at least one of the state-adopted psychology textbooks in teaching their courses. With only 31 of the 35 teachers responding, 25 teachers (80.6%) indicated they used these textbooks in teaching their courses.

More specifically, 13 of the 29 teachers (44.8%) who actually revealed the text they used indicated they used the Engle and Snellgrove text entitled Psychology: Its principles and applications. Psychology: Understanding ourselves and others, by Tallent and Spunger, was used by 7 teachers (24.1%) with Psychology for you by Gordon third with 4 responses (13.8%), Introduction to the behavioral sciences by Sandberg and Fenton fourth with 3 responses (10.3%), and Psychology for living by Sorenson fifth with 2 responses (6.9%). Six teachers failed to indicate their textbook or revealed they did not use one of the texts listed.

When these teachers were asked to identify the extent to which they actually used the textbook in their classes and when assigning students work, 12 teachers (36.4%) revealed they used these texts "a great deal"; 11 teachers (33.3%) revealed these books were used "often"; 8 teachers (24.2%) reported they used these textbooks "occasionally"; and 2 teachers (6.1%) revealed they "never or rarely" used these state-adopted textbooks. Most remarkably, no teacher reported s/he used these textbooks for lack of any other available printed or textual material. However, when asked whether they preferred a different kind of textbook, 7 teachers (20.0%) answered in the affirmative.

Teacher Characteristics

Information pertaining to the subject area of certification and college preparation of these psychology teachers was obtained. As expected, social studies certificates were held by 18 of the teachers (52.9%). Guidance and Counseling certificates were held by 5 teachers (14.7%) with Science (2 responses or 5.9%) and Administration (1 response or 2.9%) certified teachers following in that order. Eight teachers indicated they held licenses in fields other than those specifically identified in the questionnaire and thus were certified by the Mississippi State Department of Education in other areas. When their responses were analyzed, the responses revealed these eight teachers held certificates in Psychology (2 responses) and Business Education, Art, English, Mathematics, School Psychology, and Speech (1 response each). One teacher failed to respond to this item of the questionnaire.

In Mississippi, as in most other states, a teacher could (and still can) teach psychology courses on the precollege level without possessing a certificate in this discipline area and without having had a psychology course in college even though certification requirements have been specifically identified by the State Department of Education. However, the findings which reveal the diverse background of these teachers suggest that administrators and teachers alike perceive the course primarily as a social studies rather than a science-oriented course and that social studies teachers are most likely to be the teachers assigned to teach the psychology courses.

More than one-third of the teachers, 13 or 37.1%, reported they held a bachelor's degree. Eight teachers (22.9%) had completed some course work beyond the bachelor's degree but had not as yet completed a masters degree program. Seven teachers (20.0%) held the masters degree only, while 3 teachers (8.6%) had completed some course work beyond this degree level short of a specialist or doctorate degree. Two teachers had attained the specialist degree and two the doctorate. These findings reveal that 60.0% of Mississippi's precollege psychology teachers had training at less than the masters degree level.

In examining the number of semester hours the 35 teachers had accumulated in psychology and educational psychology courses at either the undergraduate or graduate levels, the data indicate these teachers averaged 26.2 hours of college course preparation (s.d. = 27.2). However, this figure is misleading as a representative figure for this entire group of teachers. The amount of their college course background ranged from a low of 0 hours (1 respondent) to a high of 150 hours (1 respondent) with a mode of 12 hours (5 respondents). In total, these 35 teachers had accumulated 918 college credit hours in psychology and educational psychology courses. If one withdrew the one teacher with 150 semester hours (an individual with a doctorate as well as having been ordained into the ministry), the 34 remaining teachers averaged 22.6 semester hours of psychology--a figure much more representative of this group of teachers. By comparison, the survey of 179 Florida psychology teachers in 1975 found a mean of 21.8 semester hours for this group of teachers.

Of the 35 teachers, 33 responded to the item regarding their attitude about their college course preparation. A majority of these teachers, 25 or 75.8%, reported they felt they had enough college preparation to teach psychology adequately to their high school students. Eight teachers (24.2%)

felt less confident about their training. These teachers did not consider their college course training adequate enough for teaching the separate course or this subject matter.

These findings are indicative of the fact that secondary school administrators are staffing these separate psychology courses with individuals who believe they have the training to teach these courses to high school level students. They further suggest that administrators are opening up separate psychology courses when they can locate such individuals and when their curriculums allow for the offering of new elective courses. Interestingly, when asked if they felt they had enough college course work to teach psychology adequately at the secondary school level, 48.9% of the 163 respondents not teaching such courses responded affirmatively.

In addition, the teachers were asked whether the approach they took towards their course tended to be "behavioristic" or "humanistic" in orientation. Of the 33 teachers who responded to this item, 16 (48.5%) reported their approach was best characterized as being "humanistic" while 15 respondents (45.1%) revealed the "behavioristic" label was more appropriate to describe their approach to the course. Two teachers (6.1%) refused to make a choice between these two labels and indicated their approaches were combinations of these two orientations.

Despite the fact that neither of these two terms or labels were defined for the respondents, these teachers appeared to have no difficulty labeling their approach with one of these two labels. What specifically these teachers meant by humanism and behaviorism--or, more aptly, humanistic and behavioristic--is unknwon. The author did not expect to find the near 50-50 split between these teachers along these two labels as what occurred.

Need for Audio-Visual Instructional Aids

When asked whether they felt a need for more audiovisual materials and instructional resources to help them do a more adequate job of teaching their psychology courses, 31 of the teachers (91.2%) indicated they desired more of these kinds of aids. Only 3 teachers (8.8%) reported they felt no such need. However, all 35 teachers reported they definitely would use more audiovisual and other instructional aids if such materials were made available to them. These data reveal that these teachers not only desired more appropriate and a wide variety of instructional aids, they also reveal that if such materials were made available to them to be used, these teachers would indeed use them.

In an effort to identify the exact types of materials these teachers wanted to see made available to them for their use, the questionnaire listed 15 different categories of materials for these teachers to indicate their preferences. The materials most desired by these teachers were films (29 responses or 82.9%), filmstrips (25 responses or 71.4%), and simulation games (23 responses or 65.7%). The materials least wanted by these teachers were materials for slow learners (6 responses or 17.1%), a different kind of textbook (7 responses or 20.0%), and posters of famous psychologists (10 responses or 28.6%). The responses of these teachers regarding all 15 of these materials are provided in Table 5. The 35 teachers averaged 7.46 selections each. The one "other" type of material identified as being wanted was personality tests.

Equally relevant to the needs of these teachers was a separate question to investigate whether the schools or the school district in which they worked had available a specific curriculum guide for psychology courses for these teachers to use. Eight teachers (24.2%) indicated their

TABLE 5

The Types of Additional Materials and Instructional Resources These Teachers Wanted To See Made Available For Their Use In Teaching Their Psychology Courses

Types of Materials	F	%	R
a. Films	29	82.9	1
b. Filmstrips	25	71.4	2
c. Simulation games	23	65.7	3
d. Materials for classroom experiments	22	62.9	4.5
e. Newsletter for teachers	22	62.9	4.5
f. Overhead transparencies	21	60.0	6.5
g. Audio-cassette tapes	21	60.0	6.5
h. A curriculum guide	20	57.1	8
i. Career-related pamphlets	16	45.7	9
j. Value sheets	13	37.1	11
k. Student workbooks	13	37.1	11
l. A reference service for students	13	37.1	11
m. Posters of famous psychologists	10	28.6	13
n. A different kind of textbook	7	20.0	14
o. Materials for slow learners	6	17.1	15

$\overline{X} = 7.46 (N=35)$

schools had a written curriculum guide for the course; 1 teacher (3.0%) reported the county school district office had available such a guide; while 24 teachers (72.7%) reported neither their school or district school board office possessed a curriculum guide for their psychology courses. Of the 163 respondents not teaching the course, 4 indicated their schools and 5 reported their school district offices had guides available for the course.

In review of these data relative to instructional aids and resources, the findings suggest that Mississippi's psychology teachers are doing the best they can in light of having to develop and implement a course and to select audiovisual aids without specific state, school district, and/or school curriculum guidelines in which to follow. These teachers not only desire to have more materials to assist them in their courses, but have indicated that if they were made available to them, they would use these materials. Furthermore, they did not hesitate to specify the exact types of instructional resources they would like to have access to for use in their own courses. Whether or not these teachers would actually use these materials were they made available can only be speculated.

Other Courses Including Psychology

The survey obtained information relative to the identity of courses or subject matter units other than those specifically labeled "Psychology" which also contained some 'psychological' content or subject matter. In totalling the responses of all 198 respondents to this quesionnaire, the results revealed that 'psychological' subject matter was taught in a wide variety of other courses. In addition, several respondents reported that this content was an integral part of the subject matter studied in these other courses.

The courses identified as containing psychological subject matter were Home Economics (28 responses), Family Life (26 responses), Problems of Democracy and Sociology (17 responses each), Senior Social Studies (15 responses), Child Development (9 responses), and Contemporary Issues (6 responses). The choice labeled "other" courses besides the 7 just mentioned received 15 responses and included such courses as The Humanities (2 responses), Religion (2 responses), and Drug Education, Health, Religious Formation, English, Business Education, and The Behavioral Sciences (1 response each). In summary, the 100 respondents to this item identified 133 various courses in their school's curriculums besides the separate psychology courses which presented this content to students. Several of these respondents indicated more than one course in their schools included this subject matter content.

These findings would suggest that individuals in many secondary schools have made an effort to incorporate "psychology" into various courses within their curriculums. One may interpret these data such that they indicate a concerted effort on the part of many schools to deliberately incorporate as much psychology as possible into existing course offerings, especially when they were not able to offer separate courses in psychology to their students. However, again the qeustion of what content was included, how long it was taught, how well it was covered, and how accurate it was as they reflect the quality of the "psychology" included in these courses remain unanswered. Thirty-one of the 35 psychology teachers indicated that psychological principles and information were being included in other courses at their schools as well as in their own separate courses. Whether these "other" courses were primarily the other courses taught by these very same teachers is unknown.

Mississippi Teachers and the APA

The respondents were asked whether or not they were aware of the American Psychological Associations' Human Behavior Curriculum Project (HBCP sponsored by the National Science Foundation-NSF).[2] The project was designed to develop 30 instructional modules for use in precollege psychology and behavioral science courses and units. Of the 34 psychology teachers responding to this item, only 5 (14.7%) reported they were aware of the project. Of the 102 nonpsychology teachers responding, only 7 (6.9%) indicated they had heard of HBCP. These data would suggest that these Mississippi teachers were highly un~~~~informed about APA activities designed to assist them with their courses. Whether this situation is due to the fact that the APA did not go far enough in their efforts to inform these teachers of the existence of the project or the channels for communicating information about HBCP used by the APA were inappropriate to reach psychology teachers in this particular state is uncertain. Regardless of the reason, more than 80% of the state's 35 psychology teachers were unaware of the APA's efforts to assist them with their psychology courses.

Probably the most surprising information uncovered by this questionnaire survey was that concerning the number of teachers who received copies of the APA newsletter, *Periodically*. Despite the fact this newsletter has been available free of charge since 1969, only 1 teacher in the entire state received this publication during 1975-76. This individual was (is) a psychology teacher. Three psychology teachers (8.6%) indicated they did not receive *Periodically* while 30 (88.2%)

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[2] At the time this survey was conducted, the HBCP was being funded by NSF. However, at the time of this writing, NSF had notified the APA the Project would not receive funding to continue its work.

reported they would like to begin receiving this newsletter. Of equal importance, 57 of the 107 nonpsychology teachers responding to this item indicated they wanted to begin receiving this newsletter. By September, 1976, all these teachers had received information as to how to add their names to the *Periodically* mailing list.

These Teachers and the MCSS

The psychology teachers were asked if they were members of the Mississippi Council for the Social Studies (MCSS). Only 1 (3.0%) of the 33 teachers responded in the affirmative with 16 others (48.5%) indicating they desired information on how to join this professional organization. Eight of the 91 nonpsychology teachers (8.8%) revealed they were members of the MCSS while another 27 respondents from this group (29.7%) reported they also wanted information on how to join this particular professional organization.

The responses of these teachers regarding their interest in joining the Mississippi Council for the Social Studies would suggest this organization is seen as one avenue by which these teachers and other teachers might obtain additional information useful for teaching psychology as well as assistance in developing, improving, and/or assessing the psychology courses offered on the precollege level.

Offering of Psychology Courses in Other Schools

Probably the most exciting set of responses was from the 163 schools not currently offering separate courses in psychology. These respondents were asked if they were interested in beginning a course in psychology in their respective schools. Of the 96 individuals responding to this item, 73 (76.0%) reported that if they could obtain information to help them do so, they were definitely interested in offering the course in their schools. Only 23 respondents (24.0%) reported they definitely were not interested in such a course. In addition, 67 respondents failed to make a choice on this item. This information reveals that individuals in at least 73 of the 340 Mississippi secondary schools not currently offering separate psychology courses are interested in beginning such a course in their schools.

If nothing else, the findings reported above reveal that psychology is seen as a legitimate course of study for students in this state by individuals most responsible for making these decisions, i.e., teachers and principals. What is now needed are ways of assisting these individuals to set up the courses they want to establish in their own schools.

Review and Conclusions

Of the 375 secondary schools in Mississippi, only a little more than half (52.8%) responded to this questionnaire survey. If the 35 schools reporting they taught a separate psychology course were the only schools in the state offering such courses, then only 1 out of 10 (9.3%) secondary schools in the state offer this course. Furthermore, 65.7% of the existing schools offering the course were public high schools.

In addition to the above information, the results of the survey revealed that:

(a) 57.2% of the schools offering such courses had enrollments of between 150 and 350 and between 501 and 1,000 students;

(b) 89.3% of these schools enrolled approximately 2 white to 1 black student or high in favor of a more white composition of the overall enrollment;

(c) 45.7% of these schools were located in a rural setting with another 34.3% located in urban areas;

(d) 77.1% of these schools offered one semester-length courses with the remaining schools offering one eyar courses;

(e) 64.7% of these schools offered only one section of psychology per term to their students;

(f) 94.3% of these schools offered psychology as an elective course;

(g) 1,699 students took the separate psychology course for credit during the 1975-76 compared to 717 students enrolled in similar courses for the previous year;

(h) 57.1% of the courses were open to eleventh and twelfth grades combined;

(i) 74.3% of the courses primarily enrolled female students;

(j) 46.9% of the courses enrolled whites and blacks at the ratio of 19 whites to every 1 black;

(k) 87.5% of the teachers thought the course was considered a popular one for their students to take;

(l) 91.4% of the teachers selected the objective to help students better understand and accept themselves as individuals to make this objective the most frequently set goal for offering the course;

(m) 91.4% of the teachers selected the topic personality theory to make this the most frequently covered topic in this course;

(n) 88.6% of the teachers used the lecture-discussion method to make it the most often used method employed to teach the course;

(o) 80.6% of the teachers used at least one of the five state-adopted textbooks;

(p) 44.8% of the teachers used the Engle-Snellgrove text, Psychology: Its principles and application to make this the most frequently used psychology textbook in the state;

(q) 52.9% of the teachers were certified in the area of the social studies;

(r) 40.0% of the teachers had eanred the masters degree or completed work beyond this degree level;

(s) 26.2 semester hours in psychology were earned, on the average, by these teachers;

(t) 75.8% of the teachers felt they were adequately prepared to teach the psychology course to their students;

(u) 48.5% of the teachers labeled the approach they took to the course was "humanistic" in nature;

(v) 91.2% of the teachers reported they needed more audiovisual instructional resources to help them with their courses;

(w) 100.0% of these teachers reported they would use these materials if they were made available to them;

(x) 82.9% of the teachers selected the aid films to make this material the most frequently desired type of aid needed to help them with their courses;

(y) 14.7% of the teachers were aware of the APA's Human Behavior Curriculum Project - a project designed to help them with their psychology courses; and

(z) 76.0% of the respondents from schools not currently offering the course indicated a desire to offer such courses to their students.

Needless to say, these data describe a course which is offered in a wide variety of schools, taught by a diverse group of teachers, and characterized by different objectives, content, and methods. Finally, in all respects, these figures represent only quantitative findings and in no way describe the qualitative nature of any of the areas covered by this survey.

CHAPTER III

Psychology Courses Within Rural-Suburban-Urban School Settings

Introduction

Of the 35 teachers, 16 reported they taught in schools located in a "rural" geographic and social setting. Twelve teachers reported their schools were predominantly "urban" in location and 7 others indicated a "suburban" setting characterized their schools' location.

What an area or region (or school) needs in order to be accurately labelled as being rural, urban, or suburban is uncertain. Conventional wisdom defines a rural region as one with a farm (agricultural)-orientation. An urban area is usually defined in terms of a densely-populated commercial and industrial center with a suburban region being a predominantly family-dwelling area on the fringes of an urban center. Although these labels appear to be rather specific, they are very difficult to use to classify a region--much less the region served by a particular school.

In Mississippi, a community of 30,000 people may be called an urban area by some while others would classify the same sprawling area as more "suburban-like." Yet, others, noting its dependence upon nearby small farms and related agribusinesses, would label the same community as being "rural." One teacher in a town of less than 4,000 people labelled his school's setting as an "urban" one. Meanwhile, another respondent in a school serving a city of over 25,000 people considered that particular area was "rural." It is within this perspective that the following data should be examined.

School Characteristics

All 35 teachers indicated the specific classification of their respective schools. Of the 16 rural school respondents, 10 (62.5%) reported their schools were public with the remaining 6 (37.5%) reporting their schools were private nonreligious schools. The 12 urban school teachers taught in a wide variety of settings. Seven urban teachers (58.3%) taught in public schools with private religious schools (2 responses or 16.7%) and private nonreligious, Catholic parochial, and 'other' schools (each with 1 response or 8.3%) following in that order. Meanwhile, the 7 suburban school respondents primarily taught in public schools (6 responses or 85.7%) with the one other (14.3%) indicating a private nonreligious status. Hence, regardless of their 'rural-suburban-urban' setting, the majority of schools along each of these three settings were public schools (23 of 35 schools or 65.7%). Of the 12 private school teachers, 6 taught in rural, nonreligious schools. Finally, of all 35 schools, 10 (28.6%) were rural public schools.

When the responses of the teachers regarding the size of their schools' student enrollment were examined, the data revealed these teachers taught in schools with very different enrollments. Of the 16 rural school teachers, 8 (50.0%) taught in schools with enrollments of 350 or less in their top four grades while 7 (43.8%) taught in schools with between 351 and 1,000 students enrolled and 1 (6.3%) taught in a school with over 1,000 students enrolled. Of the 12 urban schools, 5 (41.6%) taught in schools with between 351 and 1,000 students enrolled. Four urban school teachers (33.3%) reported their schools' enrollments were less than 351 students while 3 other teachers (25.0%) indicated their schools' enrollments exceeded 1,000 students. Five of the seven suburban school teachers (71.4%) reported that between 1,000 and 1,500 students attended their respective schools. Of the 2 remaining suburban school teachers, 1 indicated an enrollment of between 150 and 350 and the other indicated an enrollment of between 501 and 1,000 for their respective schools. Twenty percent of all 35 psychology teachers taught in rural schools with enrollments of between 150 and 350 students.

Only 28 of the 35 teachers (80.0%) reported the ratio of black to white students in their schools' population. Of the 12 rural school respondents, 5 (41.7%) indicated a racial balance of approximately 65% white and 35% black for their respective student bodies, 4 (33.3%) indicated a 95% white/5% black ratio, 2 (16.7%) indicated a 80% white/20% black ratio, and 1 (8.3%) indicated a 35% white/65% black ratio. More divergent were the responses of the urban school teachers. Of the 9 who responded to this item, 3 (33.3%) urban school teachers reported a 95% white/5% black racial balance existed in their schools with 2 teachers (22.2%) reporting a 80% white/20% black ratio, 2 others (22.2%) reporting a 65% white/35% black ratio, 1 (11.1%) reporting a 50% white/50% black ratio, and 1 other urban teacher (11.1%) reporting a 35% white/65% black ratio. Four of the 7 suburban teachers (57.1%) reported a racial mixture of approximately 80% white and 20% black existed in their schools. Two suburban school teachers (28.6%) reported a 65% white/35% black racial mixture while one teacher (14.3%) indicated a 95% white/5% black ratio existed for their respective schools.

Course and Class Characteristics

Although schools often vary among themselves on the basis of their classifications, enrollments, and settings, these differences may not affect the types of courses they set up or the types of students who enroll in their several classes. The 35 teachers were asked to report on their courses and the make-up of their psychology classes. The data relative to these course and class characteristics are reported below.

All 16 rural school and 7 suburban school teachers reported their psychology courses were elective in nature. Of the 12 urban school teachers, 10 (83.3%) reported their courses were elective with the remaining 2 teachers (16.7%) reporting their courses were required courses. Thus, 33 of the 35 schools offering psychology courses made the course an elective one for their students.

Besides seeking information regarding the elective-required nature of the psychology courses, the questionnaire obtained data relative to the length of time these courses were offered. In the 16 rural schools, 11 schools (68.8%) offered semester-length courses while the remaining 5 (31.3%) offered year-long courses. Meanwhile, the 12 urban school respondents revealed 10 of their schools (83.3%) offered one semester long psychology courses with only 2 (16.7%) reporting courses of a full year in length. The 7 suburban school teachers reported a pattern more like their urban than rural school counterparts. Six suburban teachers (85.7%) indicated their courses were one semester long and the one other teacher (14.3%) reported the course as being a full year course. Taken collectively, 27 of the 35 schools which offered separate courses in psychology provided one semester-length courses to their students. The remaining 8 schools offered courses one full year in length.

When asked to specify the exact number of sections of psychology they taught each day, 12 of 15 rural teachers (80.0%) indicated they taught only 1 section with the remaining 3 (20.0%) indicating 2 sections per day. The urban teachers responded by revealing 8 (66.7%) taught 1 section, 2 (16.7%) taught 2 sections, and 2 (16.7%) taught 3 sections of psychology each day. Meanwhile, 2 suburban teachers (28.6%) reported teaching 1 section per day while 5 (71.4%) revealed they taught 2 sections per day. On the average, the rural teachers taught 1.20 sections per day, the urban teachers 1.50, and the suburban teachers 1.71 sections each school day. Of the total of 48 sections taught by 34 of these teachers each day, the rural and urban teachers each taught 37.5% of these courses (18 courses each) and the 7 suburban teachers taught the remaining 25.0% of these sections (12 sections).

Within these courses, the 16 rural teachers taught 613 students, the 12 urban teachers 579 students, and the 7 suburban teachers 507 students. In reverse order, the suburban teachers averaged 72.4 students each (s.d. = 39.3) while the urban teachers averaged 48.2 students (s.d. = 27.9) and the rural teachers averaged 38.3 students (s.d. = 26.9) each. Thus, while the rural teachers as a group taught more total students, each suburban teacher on a typical day faced more students than either the urban or the rural school teacher.

When the responses of the teachers regarding the grade levels of the students enrolled in these courses were tabulated, it was found that the majority of schools offered the course primarily to eleventh and twelfth graders. Seven of the 16 rural school teachers (43.8%) taught courses enrolling just eleventh and twelfth graders. In addition, 6 teachers (37.5%) in similar settings taught tenth through twelfth graders while 2 (12.5%) taught only twelfth graders and 1 (6.3%) taught ninth through twelfth graders. Two thirds of the 12 urban school teachers, 8 or 66.7%, taught eleventh and twelfth graders in their courses with 3 others (25.0%) reporting only twelfth grade students and 1 (8.3%) reporting students in grades ten through twelve were enrolled in the psychology course. Similarly, 5 of the 7 suburban school teachers (71.4%) taught eleventh and twelfth graders while 1 each (14.3%)

taught only twelfth graders and ten through twelfth graders. These data suggest that schools were offering psychology courses to the grade level students they believed should be studying such content rather than opening up courses to a number of different grade levels just to ensure adequate enrollment.

Of the 16 rural school teachers who responded to the item asking whether the course enrolled primarily male or female students, 9 (56.2%) indicated a predominate female enrollment, 3 (18.8%) indicated a heavy male enrollment, and 4 (25.0%) indicated a balanced enrollment of male and female students. Ten of the 12 urban school teachers (83.3%) indicated a predominate female enrollment with the remaining 2 (16.7%) reporting a heavy enrollment of males. However, all 7 suburban school respondents revealed their courses were dominated by female students.

These teachers were also asked to identify the ratio of white to black students enrolled in their respective psychology classes. A majority of the 13 rural school teachers who responded to this request, 7 or 53.8%, indicated a racial mixture of 95% white/5% black students existed in their courses. Three teachers (23.1%) reported a 80% white/20% black ratio. One rural teacher (7.7%) reported a 20% white/80% black mixture characterized the student population in courses that respondent taught. Among the 12 urban school teachers, 4 (33.3%) reported they taught classes with a racial balance of 20% white/80% black students. Three urban teachers (25.0%) indicated their courses enrolled students characterized by the 95% white/5% black ratio. Three urban teachers reported enrollments of between 65% and 80% white students with 2 other teachers (16.7%) reporting a balance of 50-50 between these two racial groups existed for courses they themselves taught. All seven suburban school teachers reported classes with predominate white student populations. Five of these teachers (71.4%) indicated their classes approximated the 95% white/5% black ratio with the remaining 2 (28.6%) indicating the 65% white/35% black mixture described their classes' student enrollment.

Popularity of the Course

In Mississippi, psychology is a popular course among students regardless of the geographical and social setting of their schools. Indeed, 12 rural (80.0%), 11 urban (91.7%), and 5 suburban (100.0%) school teachers indicated the course was definitely a popular one among their respective student bodies. Only 4 of the 32 teachers (12.5%) responding to this item indicated in the negative.

When asked about the demand for the course among students, a third of the urban and rural respondents indicated it had remained relatively constant over the past two or three years. However, the other 18 respondents in these three groups of schools reported the demand for the course or more courses (sections) had risen over this same time period. Thus, at least in the schools already offering the separate psychology course, students like the course and "demand" more courses or sections be added to their schools' existing curriculum.

Course Objectives, Content and Methods

Information was also obtained relative to the objectives set for these courses by their teachers, the topics which were included in these courses, and the general methods the teachers used while teaching their students.

Of the 12 objectives listed on the questionnaire, the objective to help students better understand and accept themselves as individuals was ranked first by the urban teachers (12 responses or 100.0%) and tied for first among the rural (13 responses or 81.3%) and suburban (7 responses or 100.0%) teachers. The other 'first' choice of the rural and suburban teachers, to help students understand and deal with their personal problems, was tied for second place among the urban teachers. However, all three groups of teachers ranked the objective to help students in their vocational planning last. (See Table 6). In general, these three groups of teachers were very similar in the objectives they selected for their courses and in the importance they placed on these objectives.

The respondents were asked to identify from a list of 22 topics, those specific topics they actually taught in their classrooms. By doing so, these teachers were providing information relative to the content and subject matter they included in their respective courses. The respondents were invited to check any and all of those topics which they included in their courses. (See Table 7).

The topic personality theory placed first among the urban (12 responses or 100.0%) and suburban (7 responses or 100.0%) teachers and second among the rural teachers (13 responses or 81.3%). The topic which placed first among the rural teachers, social behavior, tied for first among the urban teachers (12 responses or 100.0%) and tied for third place among the suburban teachers (5 responses or 71.4%). At the same time, the topic statistics was ranked last by the urban (2 responses or 16.7%) and suburban (1 response or 14.3%) teachers and 21st by the rural teachers (3 responses or 18.8%). Interestingly, while the topic child care received checks from 50.0% of the urban and 42.9% of the suburban teachers, not 1 rural teacher indicated that this topic was included in courses they taught.

TABLE 6

Objectives Set For The Psychology Course by The Rural, Urban, and Suburban Teachers

	Rural Teachers			Urban Teachers			Suburban Teachers		
Objectives	F	%	R	F	%	R	F	%	R
a) Understand themselves as individuals	13	81.3	1.5	12	100.0	1	7	100.0	1.5
b) Understand personal problems	13	81.3	1.5	11	91.7	3	7	100.0	1.5
c) Assist in life adjustment	12	75.0	3.5	11	91.7	3	6	85.7	3
d) Apply psychology knowledge	10	62.5	7	11	91.7	3	5	71.4	5.5
e) Develop appreciation for psychology	11	68.8	5	9	75.0	6.5	5	71.4	5.5
f) Cope with adolescence	12	75.0	3.5	8.	66.7	8.5	5	71.4	5.5
g) Assist development of philosophy of life	10	62.5	7	10	83.3	5	5	71.4	5.5
h) Eliminate misconceptions	10	62.5	7	9	75.0	6.5	4	57.1	8.5
i) Assist in future family life	6	37.5	11	8	66.7	8.5	4	57.1	8.5
j) Preparation for college psychology courses	9	56.3	9	6	50.0	10	2	28.6	11.5
k) Understand the vocabulary of psychology	7	43.8	10	5	41.7	11	3	42.9	10
l) Vocational planning	5	31.3	12	3	25.0	12	2	28.6	11.5
m) Other	0	-	-	1	8.3	-	0	-	-
$\bar{X}$	7.34(N=16)			8.67(N=12)			8.00(N=7)		

TABLE 7

Topics and Content Included in Psychology Courses Taught
In Rural, Suburban, and Urban School Settings

		Rural Teachers			Urban Teachers			Suburban Teachers		
	Topics	F	%	R	F	%	R	F	%	R
a)	Personality theory	13	81.3	2.5	12	100.0	1.5	7	100.0	1
b)	Social behavior	14	87.5	1	12	100.0	1.5	5	71.4	9
c)	Mental illness	12	75.0	5.5	11	91.7	4	6	85.7	3
d)	Emotions	12	75.0	5.5	10	83.3	7.5	6	85.7	3
e)	Drugs, alcoholism, etc.	12	75.0	5.5	10	83.3	7.5	5	71.4	9
f)	Intelligence	11	68.8	10.5	11	91.7	4	4	57.1	15
g)	Motivation	12	75.0	5.5	8	66.7	14	6	85.7	3
h)	Mental health	11	68.8	10.5	10	83.3	7.5	5	71.4	9
i)	The adolescent	11	68.8	10.5	10	83.3	7.5	5	71.4	9
j)	Abnormal behavior	10	62.5	14	11	91.7	4	5	71.4	9
k)	Love	11	68.8	10.5	9	75.0	11	5	71.4	9
l)	Growth and development	13	81.3	2.5	6	50.0	18.5	5	71.4	9
m)	Mental retardation	9	56.3	15.5	9	75.0	11	4	57.1	15
n)	Learning and thinking	11	68.8	10.5	8	66.7	14	3	42.9	18.5
o)	Marriage and the family	7	43.8	17.5	8	66.7	14	5	71.4	9
p)	Heredity and genetics	11	68.8	10.5	5	41.7	20	3	42.9	18.5
q)	Sensation and perception	6	37.5	19	7	58.3	16.5	5	71.4	9
r)	History of psychology	9	56.3	15.5	7	58.3	16.5	2	28.6	21
s)	Parapsychology, esp	4	25.0	20	9	75.0	11	4	57.1	15
t)	Human body-physiology	7	43.8	17.5	3	25.0	21	3	42.9	18.5
u)	Child care	0	0.0	22	6	50.0	18.5	3	42.9	18.5
v)	Statistics	3	18.8	21	2	16.7	22	1	14.3	22
	$\overline{X}$	13.06(N=16)			15.33(N=12)			13.86(N=7)		

TABLE 8

Topics and Content The Rural, Urban, and Suburban Teachers Thought Should Be Included in Precollege Psychology Courses

		Rural Teachers			Urban Teachers			Suburban Teachers		
	Topics	F	%	R	F	%	R	F	%	R
a)	Personality Theory	13	81.3	3.5	12	100.0	1	7	100.0	1.5
b)	Social behavior	13	81.3	3.5	11	91.7	3.5	6	85.7	5
c)	Emotions	13	81.3	3.5	10	83.3	9.5	6	85.7	5
d)	Mental illness	11	68.8	14	11	91.7	3.5	6	85.7	5
e)	Drugs, alcoholism, etc.	12	75.0	9	10	83.3	9.5	6	85.7	5.5
f)	Intelligence	13	61.3	3.5	10	83.3	9.5	5	71.4	9.5
g)	The adolescent	13	81.3	3.5	10	83.3	9.5	5	71.4	8.5
h)	Abnormal behavior	11	68.8	14	11	91.7	3.5	6	85.7	5
i)	Learning and thinking	12	75.0	9	11	91.7	3.5	5	71.4	9.5
j)	Mental health	13	81.3	3.5	10	83.3	9.5	4	57.1	14
k)	Motivation	12	75.0	9	9	75.0	15	5	71.4	9.5
l)	Growth and development	12	75.0	9	10	83.3	9.5	4	57.1	14
m)	Marriage and the family	11	68.8	14	8	66.7	17	7	100.0	1.5
n)	Love	11	68.8	14	10	83.3	9.5	4	57.1	14
o)	Mental retardation	10	62.5	17	9	75.0	15	4	57.1	14
p)	Sensation and perception	9	56.3	18.5	9	75.0	15	4	57.1	14
q)	History of psychology	12	75.0	9	7	58.3	19	3	42.9	20
r)	Parapsychology, esp	7	43.8	20	10	83.3	9.5	4	57.1	14
s)	Heredity and genetics	11	68.8	14	6	50.0	21	3	42.9	20
t)	Human body-physiology	9	56.3	18.5	7	58.3	19	4	57.1	14
u)	Child care	4	25.0	21.5	7	58.3	19	3	42.9	20
v)	Statistics	4	25.0	21.5	4	33.3	22	1	14.3	22
w)	Other	2	12.5	-	2	16.7	-	0	0.0	-
	$\bar{X}$	14.88 (N=16)			17.00 (N=12)			14.57 (N=7)		

Of the three groups of teachers, the urban teachers tended to include more topics ($\overline{X}$ = 15.33) than did either the suburban (13.86) or the rural (13.06) teachers. However, since these data are only quantitative findings, they are not to be interpreted as meaning there is a qualitative difference between the psychology content learned in any of these school settings. The covering of more topics may suggest a more survey-oriented course or a more integrative one. It could also be interpreted as being a course which covered more chapters in the textbook. And finally, whether a topic is "covered" when it is introduced, studied, discussed, or merely mentioned was left up to the individual respondents to interpret and define. One point should be noted here. The fact that rural teachers covered fewer topics must be considered in light of the additional fact that they also taught more year-long courses than either the urban or suburban teachers. This finding revealed that many of the rural teachers covered less topics in their year-long courses than the other two groups of teachers included in their semester-length courses.

In addition to asking what topics these teachers included in their courses, an item was included that asked what topics and content should be taught in psychology courses on the high school level. The same list of 22 topics presented earlier was included in the questionnaire along with the invitation to identify other topics not listed. (See Table 8).

The topic personality theory placed first among all three groups of teachers. However, this topic shared first position with one other topic among the suburban teachers and five other topics among the rural teachers while being alone in this position among the urban teachers. Conversely, 4 topics shared the second place position among the urban teachers while 5 topics shared this position among the suburban and the rural teachers. In other words, these teachers tended to indicate topics such that when their responses were grouped and tallied, they revealed a great deal of preference for a number of different topics. For example, the 5 different topics which shared second place among the rural teachers were assigned the real rank of 9th position. Put in another way, of the 22 original topics, 11 received either 13 or 12 checks each from the rural teachers. Thus, the exact place or rank assigned to these various topics is very difficult to interpret in terms of the major preferences of these different groups of teachers.

All three groups of teachers indicated that more of these topics should be included in their courses than were actually taught in their existing courses. Whereas the urban teachers included an average of 15.33 topics in their present courses, they indicated they thought at least 17 topics should be covered in their courses. Similarly, the rural and suburban teachers thought that more topics should be included in these courses (a Mean of 14.88 and 14.57, respectively). One could interpret these data to suggest that the urban teachers thought more content should be included in these courses than did their rural and suburban counterparts. Yet, these data may reveal that the suburban teachers were more likely to include in their existing courses the topics they thought should be included in them than were either the rural or the urban teachers.

In addition to finding out what content these teachers included in their courses, the questionnaire sought data relative to the methods these teachers used in presenting this content to students. Five methods were listed along with the space for adding other methods should that be necessary. The lecture-discussion ranked first among all three groups of teachers receiving 15 responses from the rural teachers (93.8%), 10 from the urban teachers (83.3%), and 6 from the suburban teachers (85.7%). The *text and lecture* method and the *discussion* method tied for second place among the rural teachers with 7 responses each (43.8%). The urban teachers rankedthe *text and lecture* method second (9 responses or 75.0%) while the suburban teachers ranked the *discussion method* their second most used method (5 responses or 71.4%).

Only one of the 16 rural teachers used the *lecture-demonstration* method and 3 employed the *laboratory experiment* method. Of the 7 suburban teachers, 1 used *lecture-demonstration* with no teacher using *laboratory experiments*. However, of the 12 urban teachers, 4 used *laboratory experiments* and 3 used *lecture-demonstrations*. Of the three groups, the urban teachers were more likely to use more different teaching methods (a Mean of 3.17) than either the rural (2.44) or suburban (2.71) teachers. In addition, these teachers were about equal in their use of "other" methods besides those listed (rural teachers, 37.5%; urban teachers, 33.3%; and suburban teachers, 42.9%).

Use of State-Adopted Textbooks

When asked whether or not they used a state-adopted psychology textbook in teaching their course, 10 of 14 rural (71.4%), 9 of 11 urban (81.8%), and 6 of 6 suburban (100.0%) school teachers responded in the affirmative. Apparently, when schools offer psychology as a separate course of study, they also provide the funds to purchase at least one set of state-adopted textbooks for use in these courses.

Psychology: Its principles and applications by Engle and Snellgrove was the most used book in the urban (6 responses or 66.7%) and suburban (4 responses or 66.7%) schools. Within rural schools, the Tallent and

Sprugin text, Psychology: Understanding ourselves and others was the most used book (6 responses or 42.9%). Only 1 urban and no suburban school used the Tallent-Sprugin text although 3 rural schools (21.4%) used the Engle-Snellgrove text. The Sandberg-Fenton textbook, Introduction to the behavioral sciences, was used by one teacher in each of the three groups. Gordon's book, Psychology for you, was used by 2 rural schools (14.3%) and 1 urban (11.1%) and 1 suburban (16.7%) school.

More than 60 percent of the teachers in all three groups of schools used their state-adopted textbooks "often" or a "great deal of the time." The other teachers tended to use their textbooks "occasionally" or never at all. Putting these findings in another way, 2 out of every 3 teachers in each of these three school settings tended to use their state-adopted textbooks "often" or "a great deal of the time" in their classrooms. One may speculate that the schools had purchased the textbooks the psychology teachers had wanted to use in order to teach the course. And, even though they used these textbooks, 6 rural, 5 urban, and 2 suburban teachers suggested ways the textbook companies could improve their psychology texts.

Teacher Characteristics and Qualifications

In both rural (8 responses or 50.0%) and urban (7 responses or school locations, the psychology course was most frequently taught by a member of the social studies department. In suburban schools, 4 of the 7 teachers (57.1%) were from a variety of areas outside the social studies as were 8 of the 16 (50.0%) other rural teachers. The one teacher who primarily operated under the Administration certificate area taught in an urban school. The two science teachers who taught the course were located one each in a rural and an urban school. Meanwhile, 3 teachers holding Guidance-Counseling certificates taught in rural schools, 1 taught in an urban school, and 1 other taught in a suburban school setting. In review, 17 of the 34 teachers (50.0%) responding to this item currently held and were primarily operating in certificate areas outside the social studies. Only 2 of these 35 teachers (5.7 %) held certificates in Psychology.

Besides the area of certification, data were obtained on the degree level these teachers had reached in terms of their college preparation. Of those at the bachelors degree level, 7 were rural teachers (43.8%), 4 were urban teachers (33.3%), and 2 were suburban teachers (28.6%). Concurrently, 5 suburban (71.5%), 10 rural (62.6%), and 6 urban (50.0%) teachers had either reached only the bachelors degree level or had completed course work just beyond this level. Meanwhile, 6 urban (50.0%) 6 rural (37.4%), and 2 suburban (28.6%) school teachers had obtained the masters degree or had completed work beyond the masters level. In terms of degree levels, teachers in urban schools tended to be slightly more prepared than the rural school teachers who in turn tended to be slightly ahead of their suburban school counterparts.

These teachers also provided the number of semester hours they had earned in psychology and educational psychology courses in college. The 16 rural teachers had earned a total of 387 semester hours for an average per teacher of 24.2 hours (s.d. = 18.1). The 7 suburban teachers had earned 17.7 hours amongst themselves for a 25.3 hour average (s.d. = 15.3). The figures for the urban teachers are misleading. In total, the 12 urban teachers accumulated 354 semester hours and an average of 29.5 hours apiece (s.d. = 38.8). However, this total includes 1 teacher with 150 hours and a second with 0 hours. Taking away these two extremes, the remaining 10 teachers averaged 20.4 hours (s.d. = 6.29). The range for the rural teachers was from 6 to 78 hours and for the suburban teachers 8 to 46 hours. The above means are to be compared to the overall Mean of 26.2 hours for all 35 teachers and 22.6 hours for the 34 teachers excluding the teacher with 150 hours of college course work in psychology.

When asked if they felt they had earned enough college course training to teach psychology on the precollege level, the majority of teachers in each of these three categories of school settings answered in the affirmative. Eleven of the rural (73.3%), 9 of the urban (75.0%), and 5 of the suburban (83.3%) school teachers indicated they felt their college course preparation was adequate. Considered in another way, 3 out of every 4 psychology teachers in each of these types of schools believed they were adequately prepared to teach psychology to their respective high school students.

These teachers were also asked to identify whether the approach they took to their psychology course tended to be "behavioristic" or "humanistic" in nature. Neither of these terms was defined for the respondents. The pattern of their responses to this item was among the most dispersive of all the questionnaire findings. Clearly, the urban teachers were behavioristic in their approach (7 responses or 58.4%) while the rural teachers were evenly split between the behavioristic-humanistic perspectives (each with 7 responses or 50.0%). However, only 1 suburban teacher (14.3%) identified with the behavioristic label while 5 (71.4%) claimed the humanistic label as most appropriate to describe their approaches. Not to be outdone, 1 urban (8.3%) and 1 suburban (14.3%)

school teacher indicated the approach used in their courses was a combination of these two approaches (i.e., an electic approach).

Interestingly, the urban teachers, who were predominately behavioristic in their approach to their psychology courses, had the largest number of objectives set for the course, included the most number of topics within their courses, and desired the largest amount of audiovisual aids to help them teach their courses. However, the exact nature of the relationship among school location, amount of content included in a course, and the approach a teacher might use cannot be determined by these data. In other words, although figures exist relative to this relationship, they do not identify or signify any qualitative dimensions necessary to describe such a relationship.

Need of Instructional Resources and Aids

Frequently teachers are asked to develop and teach a course without being given any audiovisual or other instructional resources besides the textbook. In order to find out whether this was the case with the psychology course, these respondents were asked whether or not they needed more instructional materials in order to teach their courses. Of the 35 teachers making up these three groups of teachers, 15 rural (93.8%), 11 urban (100.0%), and 5 suburban (71.4%) teachers indicated they definitely could use more resources and instructional aids.

When asked to identify the specific types of audiovisual aids and instructional materials they desired to see made available to them, these teachers responded with enthusiasm. Of the 15 items listed on the questionnaire, the rural teachers averaged 6.44 requests, the urban teachers 8.75 requests, and the suburban teachers 6.43 requests.

All three groups of teachers placed films at the top of their list of materials wanted although the rural teachers shared first with a request for filmstrips and the suburban teachers shared this same position with three other types of materials. A greater percentage of rural teachers wanted both a different textbook and student workbooks than did the urban and suburban teachers. However, higher percentages of urban and suburban teachers desired materials for classroom experiments than did their rural school counterparts. Only 2 of the 16 rural, 4 of the 12 urban, and none of the 7 suburban school teachers wanted materials for slow learners. Strangely enough, while the major objective these teachers set for offering the course was to help students better understand and accept themselves as individuals, the low priority assigned to slow learner materials suggests these teachers wanted "to help" students who already possessed the abilities to help themselves rather than "to help" students gain some of the abilities they needed in order to be able to help themselves as individuals. (See Table 9).

Finally, when asked if they would indeed use these materials were they made available to them, every teacher in each category indicated in the affirmative. Hence, these teachers not only reported they needed more materials to help them do a better job with teaching their psychology courses, but they also indicated overwhelmingly that they would use these instructional aids were they made available to them.

Professional Awareness and Involvement

Three items were included to get information relative to how aware these teachers were as to psychology-related materials available to them and to how involved they were in professional activities likely to help them teach their psychology courses.

TABLE 9

The Types of Materials The Rural, Urban, and Suburban Psychology Teachers Wanted to See Made Available to Them

Types of Instructional Materials	Rural Teachers			Urban Teachers			Suburban Teachers		
	F	%	R	F	%	R.	F	%	R
a) Films	13	81.3	1.5	11	91.7	1	5	71.4	2.5
b) Filmstrips	13	81.3	1.5	7	58.3	8	5	71.4	2.5
c) Simulation games	10	62.5	3.5	10	83.3	2.5	3	42.9	7.5
d) Materials for classroom experiments	7	43.8	8.5	10	83.3	2.5	5	71.4	2.5
e) Newsletter for teachers	9	56.3	6	9	75.0	4.5	4	57.1	5.5
f) Overhead transparencies	10	62.5	3.5	9	75.0	4.5	2	28.6	10.5
g) Audio-cassette tapes	9	56.3	6	8	66.7	6.5	4	57.1	5.5
h) A curriculum guide	9	56.3	6	6	50.0	10	5	71.4	2.5
i) Career-related pamphlets	6	37.5	10.5	8	66.7	6.5	2	28.6	10.5
j) Value sheets	4	25.0	12.5	6	50.0	10	3	42.9	7.5
k) Student workbooks	7	43.8	8.5	4	33.3	13.5	2	28.6	10.5
l) A reference service for teachers	6	37.5	10.5	5	41.7	12	2	28.6	10.5
m) Posters of famous psychologists	3	18.8	14	6	50.0	10	1	14.3	13.5
n) A different kind of textbook	4	25.0	12.5	2	16.7	15	1	14.3	13.5
o) Materials for slow learners	2	12.5	15	4	33.3	13.5	0	0.0	15
$\overline{X}$	6.44 (N=16)			8.75 (N=12)			6.43 (N=7)		

Only 3 rural (18.8%), 1 urban (8.3%), and 1 suburban (16.7%) school teachers indicated they were aware of the APA's Human Behavior Curriculum Project. In other words, 80% or more of the teachers in all three types of schools were unaware of the existence of this Project. Of all these teachers, only 1 rural teacher received copies of *Periodically*, the free newsletter published by the APA's Clearinghouse on Precollege Psychology. However, 13 rural, 12 urban, and 5 suburban teachers indicated they wanted information on how to begin receiving this newsletter. Such information has been made available to them.

Finally, only 1 of these 35 teachers, an urban teacher, indicated an affiliation with the Mississippi Council for the Social Studies--the professional organization most likely to be of immediate help in improving their courses. And, while 7 urban (63.6%) and 8 rural (50.0%) school teachers asked for information on how to join this group, only 1 suburban school teacher (16.7%) requested such information. As with the above, all 35 teachers were provided with information on how to join the M.C.S.S.

Summary and Conclusions

The responses of these three groups of teachers were very similar. Although there tended to be some variations within the responses of each of these groups, in contrast with the total responses of the teachers from the other two groups, these teachers were much alike.

In general, these teachers taught similar courses despite the fact their courses were offered in schools with dissimilar characteristics. And although their instructional needs were different, their preparation in terms of college training were nearly identical. Hence regardless of the setting which their schools were located, these teachers as teachers possessed similar training and taught approximately the same type of course regardless of their schools' other characteristics. The fact that more rural schools offer separate courses than do urban and suburban schools may be misleading. Mississippi is a rural state. Schools in rural areas tend to be small and their curriculum offerings tend to be limited to required courses. The fact that so many rural schools were able to offer their students this particular elective is a credit to their own efforts. In Mississippi, especially in the rural regions, the future of the psychology course can only be bright.

CHAPTER IV

"Psychology as an Elective or Required Course Offering"

Courses which are requred of students frequently contain more specific objectives and content than are elective course offerings. Such courses are required because they are believed to contain information or skills of importance to growing adolescents. Elective courses, on the other hand, are considered as being more general in nature. However, some schools may require a course simply to ensure an adequate enrollment for the course. Others may require a course of students enrolled in a special program of studies, e.g., college-prep programs. For whatever reasons, 33 of the 35 schools offering separate psychology courses made the course an optional or elective one for their students. What these courses had in common as well as how the elective and required courses differed between themselves are the focus of this chapter.

School Characteristics

The responses of the 33 respondents who taught elective psychology courses, 23 (69.7%) taught in public schools, 8 (24.2%) taught in private nonreligious schools, 1 (3.0%) taught in a private religious school, and 1 (3.0%) taught in a Catholic parochial school. Meanwhile, 1 of the 2 teachers teaching required psychology courses taught in a private religious school with the other teaching in a school for delinquent boys.

The 2 schools offering the required psychology courses were very small schools in terms of their respective student populations. One teacher taught in a school with less than 150 students enrolled while the second teacher's school enrolled between 150 and 350 students. At the same time, elective courses were offered in schools with a wide variety of student enrollments. Of the 33 schools offering elective courses, 10 (30.3%) enrolled between 501 and 1,000 students, 9 (27.3%) enrolled between 150 and 350 students, 7 (21.2%) enrolled between 1,001 and 1,500 students, 3 (9.1%) enrolled between 351 and 500 students, and 2 schools each (6.1%) enrolled either less than 150 students or more than 1,500 students. Interestingly, schools which traditionally have difficulty offering even required courses, i.e., small schools, were the only schools which expanded their curriculums enough to add a required psychology course, However, one reason for these schools making the course 'required' may have been to guarantee adequate student enrollment to keep the course.

Only 1 of the required course teachers identified the ratio of blacks to whites in the school. This teacher reported the racial balance for the entire school was 95% white/5% black. Similarly, only 27 of the 33 elective course teachers identified the racial balance figure for their schools. Of those that did, 9 teachers (33.3%) taught their elective courses in schools with a racial mixture of 65% white/35% black, 8 (29.6%) taught in schools with a 80% white/20% black mixture, 7 (25.9%) taught in schools with a 95% white/5% black balance, 2 (7.4%) taught in schools with a 35% white/65% black racial mixture, and 1 (3.7%) taught in a school which was equally balanced between the two races.

Both of the required courses were taught in schools located in an urban setting. Of the elective course schools, 16 (48.5%) were located in rural settings, 10 (30.3%) in urban settings, and 7 (21.2%) were in suburban settings. In other words, the chances of a rural or suburban school offering a required course in Mississippi at the present are slim.

However, such courses appear likely to develop within the state's growing urban areas. In 1975-76, 16.7% of the state's urban schools which offered the psychology course required it of their students for graduation from their respective schools.

One of the schools requiring the psychology course offered the course for a semester while the second school offered it for a full year. Meanwhile, 26 of the 33 elective course schools (78.8%) offered their course(s) for only a semester. Seven schools (21.2%) included year-long elective psychology courses.

Understandably, the schools offering the required course included only 1 section of the course in their curriculum. The school with a semester-length course offered the course once each semester rather than offering only one semester of psychology each school year. The majority of the 32 teachers in elective course schools also taught only one section of psychology per day (20 responses or 62.5%). Ten other elective course schools (31.2%) offered 2 sections per day and 2 others (6.2%) offered 3 sections per day. In part, the size of their schools' student enrollments may have hindered the ability of the two required course schools to offer more sections of psychology per school day.

Of the 1,699 students who enrolled in separate psychology courses during the entire school year, 67 of them (3.9%) were taking it because their schools required them to take this course. The other 1,632 students elected to take the course. Of the 67 students, 13 were enrolled in one school (the course's teacher had 150 hours of psychology course training in college) while 54 were enrolled in the second school (this course's teacher had no hours of college psychology coursework). The 13 students were enrolled for a full year course while the 54 students represent the sum total in 2 one-semester length courses.

One required course teacher taught only twelfth graders while the other taught both eleventh and twelfth grade students. Of the elective course teachers, 19 (57.6%) taught eleventh and twelfth graders, 8 (24.2%) taught tenth through twelfth graders, 5 (15.2%) taught just twelfth graders, while 1 (3.0%) taught ninth through twelfth graders.

Surprisingly, the two schools which offered the required psychology courses and the teachers of these courses continue to show little similarity between themselves. Obviously, being a required course school tells little about anything else likely to describe the school, the course, or its teacher. In other words, there is to this point no clear pattern to distinguish these two schools from elective course schools. The findings to this point suggest these schools differ more between themselves than they do between themselves combined and the elective course schools.

When the data regarding the sex of the majority of the students enrolled in the psychology courses were examined, the pattern just mentioned continued to be evident. One required course teacher taught mostly females while the other taught all males. On the other hand, 25 elective course teachers (75.8%) taught primarily females, 4 (12.1%) taught primarily males, and 4 others taught sexually balanced classes (half female-half male).

While 1 required course teacher faced a class of better than 95% white/5% black, the other faced a radically different class composed of 20% white/80% black. Of the 5 predominant black psychology courses in the state, 1 was in a school which required students to take the course for graduation. Among the 30 elective course teachers responding to this item, 14 (46.7%) taught in classes with a racial balance of 95% white/5% black, 5 (16.7%) in classes with a 65% white/35% black mixture, 4 each (13.3%) taught classes with either a 80% white/20% black or a 20% white/80% black racial balance, while the remaining 3 (10.0%) taught racially balanced classes of 50% white/50% black. Clearly these data reveal psychology is not used as a course to exclude whites or blacks and is seen as equally valuable to all students regardless of their sex, grade level, or race.

Popularity of the Course

Even though the course is required of students in their respective schools, both psychology teachers responded that the course was a popular one among their students. An examination of the elective course teacher responses revealed a high percentage of this group (26 of 30 or 86.7%) stating the course was a popular one to take at their respective schools. Meanwhile 4 elective course teachers (13.3%) indicated the course was not popular among their student bodies. That a required course would be so popular among students (even if the sample size is only 2) suggests that the teachers of these courses must be doing an effective job. However, this does not mean the 4 teachers in elective courses schools who indicated the course was not popular were doing less-than-effective jobs.

Only 1 of the 2 required course teachers indicated a response to the item regarding the relative demand for the course over the past 2 or 3 years by the students. This teacher reported student demand over this period had "risen slightly." However, 11 of the 25 elective course teachers (44.0%) reported the demand had "risen sharply" among their students while 8 (32.0%) said the demand had remained "relatively constant" and 6 (24.0%)

said the demand had "risen slightly." How these teachers assessed this "student demand" is uncertain.

Course Objectives, Content and Methods

When the responses of these teachers regarding the objectives they chose for the courses were examined, the results were not unexpected. Of the 12 objectives listed, the 2 required course teachers agreed on 4 objectives, disagreed between themselves on 4, and failed to check 4 objectives. The 150 semester hour teacher checked only 5 objectives while the 0 hour teacher indicated that 7 objectives fit his course. Meanwhile, the elective teachers selected the 3 objectives, *to assist students to understand themselves as individuals* (30 responses or 90.9%), *to help students understand and deal with their own personal problems* (30 responses or 90.9%), and *to assist students in adjusting to life* (27 responses or 81.8%) as their most often used objectives. Elsewhere among the rankings of these 12 objectives, even though 75.8% of the elective teachers selected the objective *to help students cope with their emerging adolescence*, no required course teacher indicated this was an objective they set for their courses. Both required course teachers sought *to help students prepare for college psychology courses* while only 45.5% of the elective course teachers selected this objective. Of the 12 objectives, the 33 elective course teachers averaged 8.03 objectives for their courses. (See Table 10).

In an effort to determine whether or not the content in elective courses differed from that included in required courses, the data were tabulated and analyzed along this perspective. As described earlier, a list of 22 topics commonly included in such courses were presented to

TABLE 10

Objectives Set For The Course By The Teachers Of Elective and Required Psychology Courses

Objectives	Elective Course Teachers F	%	R	Required Course Teachers F^1	F^2
a) Understand themselves as individuals	30	90.9	1.5	1	1
b) Understand personal problems	30	90.9	1.5	1	0
c) Assist in life adjustment	27	81.8	3	1	1
d) Apply psychological knowledge	25	75.8	4.5	0	1
e) Develop appreciation for psy.	23	69.7	7	1	1
f) Cope with adolescence	25	75.8	4.5	0	0
g) Assist development of philosophy of life	24	72.7	6	1	0
h) Eliminate misconceptions	22	66.7	8	1	0
i) Assist in future family life	18	54.5	9	0	0
j) Prep. for college psy. courses	15	45.5	10.5	1	1
k) Understand the vocabulary of psychology	15	45.5	10.5	0	0
l) Vocational planning	10	30.3	12	0	0
m) Other	1	3.0	--	0	0
$\overline{X}$ =	8.03 (N=33)			7.00 (N=1)	5.00 (N=1)

F^1 denotes teacher with zero hours of college course training in psychology.
F^2 denotes teacher with 150 hours of college course training in psychology.

the respondents to check those which were covered in their courses over the past term. One required course teacher, the one with 150 hours of college course training, checked 16 topics while the other marked only 9 topics. However, the former teacher taught a year-long course as opposed to the semester-length courses taught by the other teacher. Of the 9 topics selected by the second teacher, 8 matched topics included in courses taught by the first teacher. (See Table 11).

From among the elective course teachers, 30 taught personality theory (90.9%), 29 taught social behavior (87.9%), and 27 taught mental illness (81.8%). Their least frequent topics were statistics (15.2%), child care (24.2%), and physiology (39.4%). These 33 elective course teachers averaged 14.09 topics taught in their respective psychology courses.

Besides investigating what these two groups of teachers taught in their courses, the questionnaire also revealed what these teachers thought should be included in these courses. The required course teacher who actually included 16 topics in his present course indicated he thought only 14 topics should be included in courses of this kind. Meanwhile, the other required course teacher indicated 10 topics should be included in psychology courses taught on the high school level. The 33 elective course teachers reported that 15.12 topics should be included in such courses, an increase of 1.03 topics over the number they currently included in their courses. These teachers suggested personality theory (90.9%) and social behavior (87.9%) as the two topics that should receive priority coverage in psychology courses--the same two topics that actually received such coverage in their existing courses. It appears from these data that elective and required teachers by in large

TABLE 11

Topics and Content Included in The Elective and Required Psychology Courses Taught by These Teachers

Topics	Elective Course Teachers F	Elective Course Teachers %	Elective Course Teachers R	Required Course Teachers F^1	Required Course Teachers F^2
a) Personality theory	30	90.9	1	1	1
b) Social behavior	29	87.9	2	1	1
c) Mental illness	27	81.8	3.5	1	1
d) Emotions	27	81.8	3.5	0	1
e) Drugs, alcoholism, etc.	26	78.8	5	0	1
f) Intelligence	24	72.7	9	1	1
g) Motivation	24	72.7	9	1	1
h) Mental health	24	72.7	9	1	1
i) The adolescent	25	75.8	6	0	1
j) Abnormal behavior	24	72.7	9	1	1
k) Love	24	72.7	9	0	1
l) Growth and development	23	69.7	12	0	1
m) Mental retardation	21	63.6	13	1	0
n) Learning and thinking	20	60.6	14	1	1
o) Marriage and the family	19	57.6	15.5	0	1
p) Heredity and genetics	19	57.6	15.5	0	0
q) Sensation and perception	18	54.5	17.5	0	0
r) History of psychology	18	54.5	17.5	0	0
s) Parapsychology, esp.	17	51.5	19	0	0
t) Human body-physiology	13	39.4	20	0	0
u) Child care	8	24.2	21	0	1
v) Statistics	5	15.2	22	0	1
$\bar{X}$ =	14.09 (N=33)			9.00 (N=1)	16.00 (N=1)

F^1 denotes teacher with zero hours of college course training in psychology.
F^2 denotes teacher with 150 hours of college course training in psychology.

include in their courses the topics and content they believed should be taught in these courses. (See Table 12).

As in the above regarding course objectives and course content, these two groups of teachers did not vary much relative to the methods they used in teaching their respective psychology courses. Both of the required course teachers used the text-lecture and lecture-discussion methods. In addition, the 150 semester hour teacher used discussion as a separate, third method while the 0 hour teacher used laboratory experiments as a third method. In their courses, the elective course teachers frequently used the lecture-discussion (87.9%), discussion (57.6%) and text and lecture (54.5%) methods and infrequently used lecture-demonstrations (15.2%) or laboratory experiments (18.2%). However, over a third of these teachers, 13 or 39.4%, used 'other' methods such as small groups, field trips, guest speakers, and values clarification activities in their courses.

These data concerning the objectives of psychology courses, the content included in them, and the methods employed to teach the content suggest that little difference exists between teachers and courses taught in schools where the course is an elective or required curriculum offering. While these teachers vary among themselves within their respective groups, they do not vary much between themselves when compared to their counterparts.

Use of State-Adopted Textbooks

Only 1 required course teacher indicated a state-adopted psychology text was used in teaching the course in that particular school. The book this teacher used was Engle and Snellgrove's Psychology: Its principles and applications. The other teacher indicated one of these

TABLE 12

Topics and Content The Elective and Required Course Teachers Thought Should Be Included in Precollege Psychology Courses

	Elective Course Teachers			Required Course Teachers	
Topics	F	%	R	F^1	F^2
a) Personality theory	30	90.9	1	1	1
b) Social behavior	29	87.9	2	0	1
c) Emotions	28	84.8	3.5	0	1
d) Mental illness	26	78.8	8.5	1	1
e) Drugs, alcoholism, etc.	28	84.8	3.5	0	0
f) Intelligence	26	78.8	8.5	1	1
g) The adolescent	27	81.8	5.5	0	1
h) Abnormal behavior	26	78.8	8.5	1	1
i) Learning and thinking	27	81.8	5.5	1	0
j) Mental health	26	78.8	8.5	1	0
k) Motivation	24	72.7	13.5	1	1
l) Growth and development	25	75.8	11.5	0	1
m) Marriage and the family	25	75.8	11.5	0	1
n) Love	24	72.7	13.5	0	1
o) Mental retardation	21	63.6	16.5	1	1
p) Sensation and perception	21	63.6	16.5	0	1
q) History of psychology	22	66.7	15	0	0
r) Parapsychology, esp.	20	60.6	19	1	0
s) Heredity and genetics	20	60.6	19	0	0
t) Human body-physiology	20	60.6	19	0	0
u) Child care	13	39.4	21	0	1
v) Statistics	9	27.3	22	0	0
w) Other	3	9.1	--	1	0
$\overline{X}$ =	15.12 (N=33)			10.00 (N=1)	14.00 (N=1)

F^1 denotes teacher with zero hours of college course training in psychology.
F^2 denotes teacher with 150 hours of college course training in psychology.

five books was not used. Although only 24 elective course teachers indicated they used one of the state-adopted psychology texts, 28 teachers indicated the psychology book that was available for their use in their respective schools. The Engle and Snellgrove book was used by 12 of these teachers (42.9%). *Psychology: Understanding ourselves and others* by Tallent and Sprugin was used by 7 of these teachers (25.0%) with Gordon's *Psychology for you* next with 4 responses (14.3%), Sandberg and Fenton's *Introduction to the behavioral sciences* following with 3 responses (10.7%) and Sorenson's *Psychology for living* last with 2 responses (7.1%).

Whatever psychology book off the state-adopted textbook list the 1 required course teacher did use, the book was used as often as that used by the teacher using a state-adopted textbook. Both of these required course teachers (29.0%) reported they used their textbooks "often." However, 12 teachers (38.7%) in elective course schools used their books "a great deal of the time," 8 (25.8%) used them "occasionally," and 2 (6.5%) never used their state-adopted psychology textbooks.

Teacher Characteristics and Qualifications

One of the required course teachers was certified in the area of social studies while the other was certified in Administration. Among the elective course teachers, a clear majority, 17 or 53.1%, were social studies teachers. In addition, 5 of these teachers (15.6%) were certified in Guidance and Counseling, 2 (6.3%) in Science, 2 (6.3%) in Psychology and 1 each in Business Education, English, School Psychology, Mathematics Speech and Art. In all, 10 different certification areas were represented among these 33 teachers. Finally, although both required course teachers had earned certificates in Administration, only one was using that certificate area within the school last year. The second teacher still used the social studies certificate to license his particular position.

One required course teacher had received the masters degree and 1 the doctorate. One elective course teacher also had earned the doctorate while 2 others had earned the specialist degree. However, 21 elective course teachers (63.6%) had either earned just the bachelors degree or had completed work just beyond that degree level. Six teachers (9.1%) were at the masters level with 3 more (6.1%) going beyond the masters level short of the specialist.

When the teachers were asked about the number of hours they had received in psychology and educational psychology courses in their college training, the results were interesting. One of the 2 required course teachers reported a total of 150 semester hours had been earned. The other teacher reported 0 semester hours had been earned. These two teachers represented the extreme ends of the range reported among all 35 teachers. The average of 75 hours for these two teachers as representative of this group of teachers is too misleading to be used. Of the remaining 33 elective course teachers, they averaged 23.3 semester hours of psychology coursework among themselves (s.d. = 14.6). Without the 0 and 150 hours, the range of these 33 elective course teachers was 6 to 78.

Interestingly, both the teacher with 150 hours of college course training in psychology and the one with 0 hours indicated they felt adequately prepared to teach the psychology course to high school students. Meanwhile, 23 of 31 elective course teachers (74.2%) reported they felt adequately prepared to teach their respective courses.

Equally interesting, both required course teachers revealed the approach they took to their respective psychology courses was "behavioristic" in nature. Only 13 of the elective course teachers (41.9%) reported they were "behavioristically-oriented" while 16 (51.6%) indicated their approach was "humanistic." Two other elective course teachers identified their approach as "eclectic," i.e., a combination of these two approaches. Again, the small number of required course teachers makes it impossible for one to speculate that teachers of required psychology courses are "behaviorists" or are automatically "behavioristic" in their approaches to this particular course. By the same token, one cannot say with great certainty that elective courses tend to be taught by "humanistic" teachers.

Need For Audiovisual Instructional Aids

When asked whether or not they needed audiovisual aids and other instructional resources in order to do a better job in teaching their psychology courses, the teachers overwhelmingly indicated in the affirmative. Only 1 of the 2 required course teachers responded to this item of the questionnaire and that response was a "yes." At the same time, 30 of the elective course teachers (90.9%) gave a similar response.

These teachers also identified the types of materials and resources they wanted to see made available to them for use in their courses. Of the 15 materials listed on the questionnaire and a space for listing additional materials, the required course teacher with 0 hours of college psychology course training indicated a need for 3 types of materials while the 150 hour teacher requested 7 types of materials. The only material they both agreed on as desireable was a newsletter for teachers. Eight of the remaining 14 materials received 1 vote from one of these two teachers. The 33 elective course teachers selected films (28 responses or 84.8%), filmstrips (24 responses or 72.7%), and simulation games (22 responses or 66.7%) as their first three choices of materials. While both required course teachers wanted a newsletter, only 20 of the 33 elective course teachers (60.6%) desired this same type of material.

Finally, all 35 teachers indicated they definitely would use these materials and instructional aids if and when they could be made available to them for their use. (See Table 13).

Professional Awareness and Involvement

Neither of the required course teachers were aware of the existence of the APA's Human Behavior Curriculum Project (HBCP) while only 5 of the elective course teachers were aware of this project. In addition, neither of the required and only 1 of the elective course teachers reported receiving copies of the APA's precollege psychology newsletter, Periodically. However, both required and 28 elective course teachers indicated they would like to begin receiving this newsletter.

The pattern described above also continued in regards to teacher membership in the Mississippi Council for the Social Studies. Again, neither of the required and only 1 of the elective course teachers belonged to this organization. However, both required course teachers and 14 elective course teachers (45.2%) indicated they wanted information on how to join this professional organization.

Summary and Conclusions

In review, little can be said relative to the general characteristics of required psychology courses within Mississippi's secondary school system. Data on two courses offered in two separate schools taught by two very different teachers cannot be combined to generate any useful conclusions about required psychology courses. However, the data from the 33 elective course teachers are sufficient to draw some useful conclusions. Elective

TABLE 13

The Types of Instructional Materials The Teachers of Required and Elective Psychology Courses Wanted to See Made Available to Them

Types of Instructional Materials	Elective Course Teachers F	Elective Course Teachers %	Elective Course Teachers R	Required Course Teachers F^1	Required Course Teachers F^2
a) Films	28	84.8	1	0	1
b) Filmstrips	24	72.7	2	0	1
c) Simulation games	22	66.7	3	1	0
d) Materials for classroom experiments	21	63.6	4.5	0	1
e) Newsletter for teachers	20	60.6	6.5	1	1
f) Overhead transparencies	20	60.6	6.7	0	1
g) Audio-cassette tapes	21	63.6	4.5	0	0
h) A curriculum guide	19	57.6	8	0	1
i) Career-related pamphlets	15	45.5	9	1	0
j) Value sheets	13	39.4	11	0	0
k) Student workbooks	13	39.4	11	0	0
l) A reference service for students	13	39.4	12	0	0
m) Posters of famous psychologists	9	27.3	13	0	1
n) A different kind of textbook	7	21.2	14	0	0
o) Materials for slow learners	6	18.2	15	0	0
p) Other	1	3.0	--	0	0
$\overline{X}$ =	7.64 (N=33)			3.00 (N=1)	7.00 (N=1)

F^1 denotes teacher with zero hours of college course training in psychology.
F^2 denotes teacher with 150 hours of college course training in psychology.

courses are:

(a) primarily offered in public secondary schools and nonreligious schools among the variety of private schools which operate in the state,

(b) offered in schools with enrollments of from 501 to 1,000 students or from 150 to 350 students;

(c) offered in schools with heavy white enrollments;

(d) primarily offered in schools in rural geographical and social settings (16 of 33 schools);

(e) most frequently semester-length courses (78.8%) with the remainder being full year courses;

(f) frequently offered in terms of 1 section per school with slightly over a third of the schools offering at least 2 sections of the course per term;

(g) attended by 96.1% of all the students who enroll in psychology courses during the school year;

(h) offered primarily to eleventh and twelfth graders;

(i) attended primarily by females with very few sections dominated by male students;

(j) attended primarily by white students with 76.7% of the courses featuring a racial balance of 65% white/35% black or greater in terms of white student enrollments;

(k) considered popular courses to take among students with student demand for such courses increasing over the past two or three years;

(l) offered primarily to assist students understand themselves as individuals, to help students understand and deal with their own personal problems, and to assist students in adjusting to life.

(m) most likely to include the study of personality theory, social behavior, and mental illness and less likely to include the study of statistics, child care, and physiology.

(n) most likely to include the content and topics the teachers of these courses thought should be included in them.

(o) characterized by the use of the lecture-discussion, discussion, and text-and-lecture methods of instruction on the part of their teachers;

(p) dominated by state-adopted textbooks with the Engle and Snellgrove book, Psychology: Its Principles and Applications the most frequently used of the 5 books on the list;

(q) taught most frequently by social studies teachers (53.1%);

(r) taught by teachers whose level of college training was either the bachelors degree or above the bachelors degree but below the masters degree level;

(s) taught by teachers who averaged 23.3 semester hours in college psychology and educational psychology course training;

(t) taught by teachers who felt they were adequately prepared to teach the course in their schools;

(u) taught primarily by humanistically-oriented teachers;

(v) taught by teachers who wanted more instructional aids to assist them improve the quality of their courses;

(w) taught by teachers who saw films, filmstrips, and simulation games as the types of resources they wanted most to help them with their courses; and

(x) taught by teachers who were unfamiliar with APA efforts to help them with teaching their respective courses.

Finally, one must remember that psychology as a separate course of study in the curriculum is in its embryonic stages of growth in Mississippi. The fact that so many small schools have expanded their curriculums to include an elective course offering in psychology is a credit to the administrators and teachers in these schools. Undoubtedly, the larger schools will begin to expand their curriculums to include the course. Interestingly enough, even at this stage of development, elective psychology courses in Mississippi are not much different from similar courses taught in other states.

CHAPTER V

Psychology as a One-Semester and Full-Year Course Offering

One might expect that courses of one-semester in length would be different in a number of ways from courses twice that length. Is twice as much content included in the longer courses? Do teachers posit twice as many objectives in the longer courses? Do teachers of full year courses use more diverse methods or desire larger quantities of instructional materials for use in their courses? The data reported in this chapter answers these and other questions concerning the similarities and differences existing between these two length courses.

School Characteristics

Public schools were much more likely to offer semester-length courses than they were year-long courses. Of the 27 teachers who taught semester-long courses, 20 (74.1%) were from public schools with private non-religious schools (4 responses or 14.8%), private religious schools (2 responses or 7.4%), and one Catholic parochial school (3.7%) following in that order. One half of the 8 schools offering year-long courses were private non-religious schools. Only 3 public schools offered year-long psychology courses. In addition, the school for delinquent boys aldo offered the course for a full year. Finally, a majority of all schools which offered the course, 20 schools or 57.1%, were public schools offering semester-length courses.

In regards to school enrollments, semester-length courses were equally likely to be taught in schools with less than 350 students

(10 responses or 37.0%), between 351 and 1,000 students (8 responses or 29.6%), and over 1,000 students (9 responses or 33.3%) enrolled. The enrollment in schools with full year courses were small mostly due to the fact that they were primarily offered in private schools. Five of these 8 schools (62.5%) had enrollments of between 351 and 1,000 students in their upper 4 grades while the remaining 3 schools had enrollments of less than 350 students.

When the data were examined along the geographic and social settings of the schools locations, semester-length courses were found to be offered most frequently in rural schools (11 or 40.7%) with urban (10 or 37.0%) and suburban (6 or 22.2%) schools following in that order. A similar pattern was found in the data from respondents who taught year-long courses. Five of the 8 year-long course schools (62.5%) were rural, 2 (25.0%) were urban, and 1 (12.5%) was a suburban school.

Course and Class Characteristics

Only 1 of the 27 schools (3.7%) offering semester-length courses and 1 of the 8 schools (12.5%) offering year-long courses required the course of their students for graduation. The remaining schools in both groups allowed their students to elect to take the course.

Of the 48 sections of psychology taught each semester by the 34 teachers who reported this data, 37 (77.1%) were offered as semester-long courses and 11 (22.9%) were offered as full year courses. With 26 of 27 semester-length course teachers responding, 16 (61.5%) taught 1 section, 9 (34.6%) taught 2 sections, and 1 (3.8%) taught 3 sections of psychology each day. Concurrently, of the 8 year-long course teachers, 6 (75.0%) taught 1 section, 1 (12.5%) taught 2 sections, and

1 (12.5%) taught 3 sections of the course per day. Overall, the semester-length teachers averaged 1.42 sections each day (s.d. = .58) compared to the 1.38 sections (s.d. = .74) averaged by the full year course teachers.

While these two groups of teachers were similar in terms of the number of sections they taught each day, they were different when it came to the data concerning the number of students who enrolled in their respective courses.

Although the 27 teachers of semester-length courses represent 77.1% of the 35 teacher total for the survey, these 27 teachers taught 84.2% of the students who enrolled in psychology during the 1975-76 school term. Of the 1,699 total student enrollment, 1,431 were enrolled in semester-long courses while only 268 (15.8%) were enrolled in full year courses. Furthermore, the semester-long course teachers averaged facing 53.0 students over the course of the year (s.d. = 32.8) as compared to the 33.5 students faced by the average year long course teacher (s.d. = 23.9). These figures can be misleading. The semester-length course teachers accumulated their totals over two different and separate semesters while the year-long teachers maintained their enrollment figures based upon the number of sections taught each year, the 27 semester-length course teachers taught 1,431 students within 74 sections for an average of 19.4 students per semester per section. On the other hand, the 8 year-long course teachers taught 268 students within 11 sections for an average of 24.4 students per semester per section. When examined from this data, the full-year course teachers, on the average, confronted more students per section per day than did their semester-length course counterparts.

Both semester- and full-year length psychology courses enrolled primarily juniors and seniors combined. Nearly 60% (59.2%) of the schools offering semester-length courses enrolled juniors and seniors in these courses. Five other such schools opened the course to just seniors, 5 more (18.5%) opened it to sophomores through seniors, and 1 (3.7%) opened it to freshmen through senior students. Exactly half of the 8 schools which offered full-year courses opened it to both juniors and seniors. Three of the 4 remaining schools in this group offered the course to sophomores through seniors while the fourth school (12.5%) opened the course just to seniors.

More than four-fifths of the schools offering these two lengths of courses enrolled primarily female students in these classes. More specifically, 20 (83.3%) teachers of semester-length courses and 6 (85.7%) teachers of year-long courses revealed their classes enrolled more female than male students.

When the responses of these teachers regarding the racial composition of their respective classes were examined, the data indicated that 11 (44.0%) of the semester-long course teachers taught classes with a 95% white/5% black balance, 4 (16.0%) each taught classes with a 65% white/35% black or 20% white/80% black racial mixture, and 3 each (12.0%) taught classes with a balance of either 80% white/20% black or 50% white/50% black. Of the 7 year-long course teachers responding to this item, 4 (57.1%) indicated their classes' racial balance was 95% white/5% black. The other 3 reported racial compositions as diverse as 80% white/20% black to 20% white/80% black. These data reveal no real difference in the racial composition of courses when these courses are examined on the basis of their length.

In reviewing these responses relative to school, course, and class characteristics, these data suggest that there is no significant difference between the types of schools which offer either semester-length or full-year psychology courses or between the types of course characteristics or students who enroll in these courses.

Popularity of the Course

When asked whether or not the separate psychology course was considered a popular course to take in their respective schools, 22 teachers (84.6%) of semester-length and 6 teachers (100.0%) of full-year courses answered in the affirmative. However, the demand for the course among students was more stable in schools with semester courses than it was in schools with year-long courses. Eight of the 22 semester-length course teachers (36.4%) responding to this item indicated that student demand for the course had remained constant over the past two or three years while none of the 4 full-year course teachers reported a stable demand. All 4 of these teachers reported the demand had increased while 14 semester-long course teachers (63.6%) reported similar increases.

Course Objectives, Content, and Methods

Information was obtained relative to the objectives set for the course by these teachers, the topics and content which were covered within these courses, and the general methods the teachers employed while teaching their courses. The teacher responses to these items are discussed below.

The responses of these teachers relative to the objectives they set for their courses were separated and tabulated. The 27 semester-length course teachers selected an average of 7.41 objectives compared to the 9.50 objectives selected by the 8 year-long course teachers. Both of these figures are based on a total of 12 possible objectives which were included in the questionnaire. Understandably, the teachers of longer courses set more objectives to achieve for their courses than did teachers of courses of less duration. In addition, each of the 12 objectives was marked an average of 6.33 times by the 8 year-long course teachers (s.d. = 1.56) while the 27 semester-long course teachers marked each item an average of 16.67 times (s.d. = 5.84). These data indicate that the year-long course teachers not only set more objectives on the average than did their semester-length course counterparts, but they also tended to select about the same number of objectives whereas their counterparts varied widely in the number of objectives they each set.

The three objectives most often set by the semester-long course teachers were:

(a) to help students better understand and accept themselves as individuals (24 responses or 88.9%);

(b) to help students understand and deal with their personal problems (24 responses or 88.9%);

(c) to assist students in adjusting to life and solving life's problems (21 responses or 77.8%).

These same objectives were assigned the rank positions of 1.5, 5.5, and 1.5, respectively, by the year-long course teachers. Besides the rank-tie for first place, these teachers also agreed on their last placed objective, to help students in their vocational planning. The rank-order correlation coefficient for these two sets of ranks is .51. The average difference in ranks between these two sets of rankings was found to be 2.75 ranks. These data reveal that these two groups of teachers generally set the same objectives for their courses but that they did not agree too closely as to the priorities they set for these 12 objectives. (See Table 14).

This pattern of general agreement did not exist between these two groups relative to the content they included in their respective courses.

TABLE 14

Objectives Set For Psychology Courses Taught By The Semester-Length and Full Year-Length Course Teachers

	Semester-Length Course Teachers			Full Year Long Course Teachers		
Objectives	F	%	R	F	%	R
a) Understand myself as an individual	24	88.9	1.5	8	100.0	1.5
b) Understand personal problems	24	88.9	1.5	7	87.5	5.5
c) Assist in life adjustment	21	77.8	3	8	100.0	1.5
d) Apply psychological knowledge	20	74.1	4	6	75.0	9
e) Eliminate misconception about psy.	19	70.4	5	4	50.0	11
f) Develop an appreciation for psy.	18	66.7	7	7	87.5	5.5
g) Assist in developing a philosophy of life	18	66.7	7	7	87.5	5.5
h) Cope with adolescence	18	66.7	7	7	87.5	5.5
i) Assist in future family life	13	48.1	9	5	62.5	10
j) Prepare for college psy. courses	10	37.0	10	7	87.5	5.5
k) Understand vocabulary of psy.	8	29.6	11	7	87.5	5.5
l) Assist in vocational planning	7	25.9	12	3	37.5	12
m) Other	1	3.7	-	0	0.0	-

$\overline{X} = 7.41$ (N=27) $\overline{X} = 9.5$ (N=8)

NOTE: $\underline{r}_s(22) = .51$ ($\underline{p} < .01$)

Of the 22 topics listed on the questionnaire, the 27 semester-length course teachers indicated 13.1 of the topics were covered in their courses while the 8 full-year course teachers indicated 15.8 of the topics were covered in their courses. Comparison of rankings is not feasible due to the number of topics which shared the same rank position. For instance, 5 different topics shared first place among the full-year course teachers with 5 other topics sharing the second place position. (See Table 15).

However, the topics *personality theory* and *social behavior* received 25 responses (92.6%) each to share first place among the semester-length course teachers with *mental illness* taking the third rank position. These teachers did tend to agree on the two topics they least often included in their courses. *Statistics* was ranked 22nd by the semester-length course teachers (4 responses or 14.8%) and 21.5 by the full-year course teachers (2 responses or 25.0%). By and large, the pattern of similar responses among the 8 full-year course teachers make any meaningful comparison or interpretation of these data difficult.

These teachers also indicated the topics they thought should be included within these courses. The semester-length course teachers reported the topic *personality theory* (24 responses or 88.9%) first on their list with the topics *emotions*, *learning and thinking*, *social behavior*, and *drugs, alcoholism, etc*. tied for second place or the rank position of 3.5. Two topics, *intelligence* and *personality theory* tied for first place among the full-year course teachers (each with 8 responses or 100.0%) and 5 other topics tied for second place or the rank position of 5th. The

TABLE 15

Topics Included in Courses Taught By The Semester-Length and Full-Year Course Teachers

Topics	Semester-Length Course Teachers			Full-Year Long Course Teachers		
	F	%	R	F	%	R
a) Personality theory	25	92.6	1.5	7	87.5	7.5
b) Social behavior	25	92.6	1.5	6	75.0	12
c) Mental illness	21	77.8	3	8	100.0	2.5
d) Emotions	20	74.1	4	8	100.0	2.5
e) Drugs, alcoholism, etc.	19	70.4	7.5	8	100.0	2.5
f) Intelligence	19	70.4	7.5	7	87.5	7.5
g) Motivation	19	70.4	7.5	7	87.5	7.5
h) The adolescent	19	70.4	7.5	7	87.5	7.5
i) Abnormal behavior	19	70.4	7.5	7	87.5	7.5
j) Love	19	70.4	7.5	6	75.0	12
k) Mental health	18	66.7	11	8	100.0	2.5
l) Mental retardation	17	63.0	12.5	5	62.5	15
m) Learning and thinking	17	63.0	12.5	5	62.5	15
n) Growth and development	16	59.3	14.5	8	100.0	2.5
o) Marriage and the family	16	59.3	14.5	4	50.0	17.5
p) History of psychology	15	55.6	16	3	37.5	19.5
q) Heredity and genetics	14	51.9	17	5	62.5	15
r) Parapsychology, esp	13	48.1	18	4	50.0	17.5
s) Sensation and perception	12	44.4	19	6	75.0	12
t) Human body-physiology	10	37.0	20	3	37.5	19.5
u) Child care	7	25.9	21	2	25.0	21.5
v) Statistics	4	14.8	22	2	25.0	21.5

$\overline{X} = 13.1$(N=27) $\overline{X} = 15.8$(N=8) semester-length and the year-long course teachers nearly agreed on the typical number of topics these courses should include (15.41 and 15.50 topics, respectively). However, due to a pattern of response identical to that explained above, it is impossible to compare the responses of these teachers in any meaningful way. One point of comparison is possible. The rank-order correlation between topics the semester-length course teachers included in their courses and the topics these same teachers thought should be included in their courses was found to be a very high .85 ($p < .001$). Hence, at least among this particular group of teachers, they included in their courses the topics and content they believed should be included in them. (See Table 16).

When asked to identify the different methods they used to teach their respective psychology courses, 7 (87.5%) full-year course teachers indicated the lecture-discussion method, 6 (75.0%) the discussion method, 5 (62.5%) the text and lecture method, 3 (37.5%) the laboratory experiment method, and 1 (12.5%) the lecture-demonstration method. Of the 27 semester-length course teachers, 24 (88.9%) indicated the lecture-discussion method, 15 (55.6%) the text and lecture method, 14 (51.9%) the discussion method, and 4 each (14.8%) the lecture-demonstration and the laboratory experiment methods. A little over a third of the teachers in each group identified the fact that they employed "other" methods in addition to the 5 listed in the questionnaire. On the average, the year-long course teachers used slightly more methods (3.12) than did the semester-length course teachers (2.63 methods).

In review, the findings reported above concerning course

TABLE 16

Topics and Content The Semester-Length and Full-Year Long Course Teachers Thought Should Be Included in These Courses

Topics	Semester-Length Course Teachers F	%	R	Full-Year Long Course Teachers F	%	R
a) Personality theory	24	88.9	1	8	100.0	1.5
b) Social behavior	23	85.2	3.5	7	87.5	5
c) Emotions	23	85.2	3.5	6	75.0	10
d) Learning and thinking	23	85.2	3.5	5	62.5	16
e) Drugs, alcoholism, etc.	23	85.2	3.5	5	62.5	16
f) Mental health	22	81.5	6	5	62.5	16
g) Mental illness	21	77.8	8	7	87.5	5
h) The adolescent	21	77.8	8	7	87.5	5
i) Abnormal behavior	21	77.8	8	7	87.5	5
j) Intelligence	20	74.1	12	8	100.0	1.5
k) Motivation	20	74.1	12	6	75.0	10
l) Growth and development	20	74.1	12	6	75.0	10
m) Marriage and the family	20	74.1	12	6	75.0	10
n) Love	20	74.1	12	5	62.5	16
o) Mental retardation	18	66.7	15	5	62.5	16
p) Parapsychology, esp	17	63.0	16	4	50.0	20
q) History of psychology	16	59.3	17	6	75.0	10
r) Sensation and perception	15	55.6	19	7	87.5	5
s) Human body-physiology	15	55.6	19	5	62.5	16
t) Heredity and genetics	15	55.6	19	5	62.5	16
u) Child care	12	44.4	21	2	25.0	21.5
v) Statistics	7	25.9	22	2	25.0	21.5

$\bar{X}$ = 15.41 (N=27) $\bar{X}$ = 15.5(N=8) objectives, content, and methods suggest that only in the most general ways were courses taught by these two groups of teachers similar to each other. The large number of similar answers within the two groups of teachers made their comparisons difficult. These data did reveal that the year-long course teachers posited more objectives, included more topics, and used more methods than did their semester-length course counterparts. However, when data were possible to compare it was found that the degree to which they differed along these points was not large.

State-Adopted Textbook Use

Seven of the 8 (87.5%) full-year course teachers and 18 of the 23 (78.3%) semester-length course teachers responding to this item reported they used one of the 5 state-adopted textbooks in order to teach their psychology courses. At least one teacher in each group used each of the 5 texts. Of 21 semester-length course teachers identifying their textbook, 10 (37.0%) used the Engle-Snellgrove book, *Psychology: Its principles and applications*, 5 (18.5%) used the Tallent-Sprungin book, *Psychology: Understanding ourselves and others*, 2 (7.4%) used the Gordon book, *Psychology for you*, 2 (7.4%) used the Sandberg-Fenton text, *Introduction to the behavioral sciences*, and 1 (3.7%) used the Sorenson book, *Psychology for living*. Meanwhile, 3 full-year course teachers (37.5%) used the Engle-Snellgrove text, 2 each (25.0%) used either the Tallent-Sprungin or the Gordon text, and 1 each (12.5%) used either the Sorenson or the Sandberg-Fenton text.

When asked about the frequency with which these different texts were used in their courses, 3 full-year long course teachers (37.5%) indicated the textbook was used "occasionally" and 5 (62.5%) used their texts "often." A much different pattern of responses came from the semester-length course teachers. Of these teachers, 12 (48.0%) revealed the text was used "a great deal of the time," 6 (24.0%) used the text "often," 5 (20.0%) used them "occasionally," and 2 (8.0%) never used them. The difference between the responses of these two groups of teachers was found to be significant ($p < .05$, using Chi Square). Thus, these teachers did not differ on the particular textbooks they used to teach their courses but they did differ significantly on the extent of use they made of these texts.

Teacher Characteristics and Qualifications

A majority of the semester-length course teachers, 15 or 57.7%, were certified in the social studies area by the state's Department of Education. Four (15.4%) teachers held guidance/counseling certificates, 2 (7.7%) held certificates in science, and 5 others (19.2%) held certificates in various other areas. At the same time, 3 full-year course teachers (37.5%) held social studies certificates, 1 each (12.5%) held an administration or a guidance/counseling certificate, and 3 (37.5%) held certificates in other areas. These data reveal the wide variety of certificates held by both semester-length and full-year course teachers of psychology.

Besides their area of certification, these teachers also revealed the highest level of their college course training. These data found that 15 of 27 semester-length course teachers (55.5%) had completed course work below the masters degree level, 9 (33.3%) had completed the masters degree, or beyond, and 3 (11.1%) had earned either the specialist or doctoral degree. Of the full-year course teachers, 6 (75.0%) had completed work below the masters degree level, 1 (12.5%) had gone beyond the masters level, and 1 (12.5%) had earned the doctorate. The sparseness and spread of responses among the full-year course teachers do not allow for any useful comparison between these two groups of teachers relative to their level of training.

However, great differences did exist between these two groups when their responses to the amount of college course credit in psychology they had earned were examined. The 27 semester-length course teachers had earned a total of 548 semester hours of college credit in psychology and educational psychology courses for an average of 20.3 hours each (s.d. = 15.0). The 8 full-year course teachers had earned a total of 371 semester hours in psychology-related courses for an average of 46.4 hours each (s.d. = 43.2). Excluding the 1 teacher with 150 semester hours from this group, they still averaged a more than respectable 31.6 hours (s.d. = 11.5). These data clearly show that the typical full-year course teacher averaged better than 3 - 3 hour psychology courses more college preparation than did their semester-length course counterparts.

With their more extensive college course preparation, the full-year course teachers felt more adequate about their abilities to teach the separate psychology course than did the semester-length course teachers (87.5% compared to 72.0%, respectively). Nevertheless, a clear majority of teachers in both groups felt adequately prepared to teach these courses to high school students.

These teachers were also asked to identify whether their approaches to the course were "behavioristic" or "humanistic" in nature. Of the 25 semester-length course teachers, 12 (48.0%) indicated their approaches were behavioristic, and 12 (48.0%) indicated their approaches were humanistic, and 1 (4.0%) stated that the approach used was a combination of the behavioristic and humanistic approaches. With an almost identical pattern, 4 full-year long teachers (50.0%) revealed their approaches were humanistic, 3 (37.5%) revealed a behavioristic approach, and 1 (12.5%) revealed a combination approach to the psychology course. These data reveal that behavioristic and humanistic teachers were equally likely to be assigned full-year or semester-length psychology courses.

To summarize the findings relative to teacher characteristics and training, the semester-length course teachers were much more likely to hold social studies certificates and to have completed work at the masters degree level or beyond than were their full-year course counterparts. However, the full-year course teachers clearly had more college course work in psychology than had the semester-length course teachers. Finally, teachers in both groups were equally likely to be behavioristic or humanistic in their approach to the psychology course on the precollege level.

Need for Audiovisual Instructional Aids

When asked whether or not they needed audiovisual aids and other instructional resources in order to do a better job in teaching their psychology courses, 75.0% of the full-year and 96.2% of the semester-length course teachers indicated in the affirmative. In addition, all the teachers in both groups reported they definitely would use these materials were they made available to them for their use.

These teachers also identified the specific types of materials and instructional aids they wanted to see made available to them for their use. Of the 15 materials listed on the questionnaire, the semester-length course teachers averaged 7.41 and the year-long course teachers averaged 7.62 selections each.

Although teachers in both groups wanted approximately the same number of items, they differed as to the priority of their needs from the list of 15 types of materials provided. Films were most desired by the semester-length course teachers (23 responses or 85.2%) with filmstrips and simulation games tied for the runner-up position (18 responses or 66.7%). Filmstrips and materials for classroom experiments tied for first position among the full-year course teacher responses with films placing third (6 responses or 75.0%). Materials for slow learners received 6 responses (22.2%) from the semester-length course teachers (14th rank) and 0 responses from the full-year course teachers (15th rank). In general, however, these teachers assigned about the same degree of priority to about the same types of materials.

Summary and Conclusions

Of the 35 schools offering separate courses in psychology, 27 (77.1%) offered the course for only one semester while 8 (22.9%) offered full-year long courses. When the responses of teachers who taught these two different-length courses were tabulated and grouped, the data revealed that:

a) public schools were more likely to offer semester-length courses as opposed to full-year long courses;

b) semester-length courses were equally likely to be found in urban, suburban, and rural schools while full-year courses were found most frequently in rural schools;

c) only 1 semester-length and 1 full-year course were required courses for graduation at their schools, all other courses were elective in nature.

d) three-fourths of all the sections of psychology offered each day were part of semester-length courses;

e) full-year course teachers, on the average, faced more students per section per day than did their semester-length course counterparts;

f) juniors and seniors dominated the enrollments in psychology courses regardless of their lengths;

g) four-fifths of the schools offering psychology enrolled more females than males in these courses regardless of the length of these separate courses;

h) a majority of the sections of psychology enrolled mostly white students;

i) teachers of both types of courses reported their students liked the course and considered it a popular one to take at their respective schools;

j) year-long course teachers set more objectives for their courses (9.50) than did semester-length course teachers (7.41);

k) year-long course teachers included slightly more topics in their courses (15.8) than did semester-length course teachers (13.1);

l) statistics was covered least often in courses taught by both of these two groups of teachers;

m) both semester-length and full-year course teachers indicated they thought about the same number of topics should be included in these courses (15.41 and 15.50 topics, respectively);

n) the lecture-discussion method was used most often in courses taught by both groups of teachers;

o) the Engle-Snellgrove text, Psychology: Its principles and application, was used most often by teachers in both groups;

p) a majority of the semester-length course teachers (57.7%) and a plurality of the full-year course teachers (37.5%) held social studies certificates;

q) the semester-length course teachers completed more college work at the masters degree level and above than did teachers of full-year courses;

r) the full-year course teachers had earned considerably more college credit hours in psychology than did the semester-length course teachers;

s) teachers in both groups were equally likely to be "humanistic" or "behavioristic" in the approaches they took to their courses.

By and large, courses taught by these two groups of teachers were different in the areas one would most expect them to be different, i.e., the objectives set for the course, the number of topics included in the course, and the methods used to teach the psychological content presented in the course. In these three areas, real differences appear to exist between semester-length and full-year long courses but none of these differences was found to be statistically significant.

The full-year course teachers did not set twice as many objectives, include twice as many topics, or use twice as many methods than the full-year course teachers. From this perspective, the differences between these two lengths of courses reported in the earlier data are small. One may argue that the full-year course teachers taught for more in-depth understanding and attainment of their topics and objectives rather than for a more general survey of a large number of topics and content. Whether or not this interpretation accurately explains these data is unknown.

CHAPTER VI

Courses Taught by Humanistic and Behavioristic Teachers: Are They Different?

Conventional wisdom has it that there is a great deal of difference between humanistically- and behavioristically-oriented teachers and their courses. Humanistic teachers are assumed to be "life adjustment" oriented and their courses are "watered down" or "soft" in terms of the content they include. Meanwhile, behavioristic teachers have the reputation of being much more "scientifically-" oriented and their courses are supposed to stress the "hard science" and content aspects of psychology as a discipline of study. However, until recently (Stahl, 1976b), no data were available to either confirm or reject this prevailing perception of teachers who identify with these two schools.

In an extensive study of the responses of 98 humanistic and 58 behavioristic teachers of psychology in Florida, Stahl (1976a) found that few real differences existed between these two groups of teachers. After comparing these teachers along 92 different variables, statistically significant differences were found for only 4 of these points of comparison. Even more remarkable, the responses of these teachers regarding the objectives they chose for their courses, the content they included in them, and the types of materials they desired to use for their courses revealed that these teachers were nearly identical to each other. The study concluded that for all practical considerations, behavioristic and humanistic psychology teachers in Florida taught about the same courses, in about the same types of schools with about the same types of students who studied the same types of content through the use of the same kinds of methods. The "myth" that there existed major differences between these two groups of teachers was destroyed.

But what was true of Florida psychology teachers may not be true about Mississippi's psychology teachers. Of the 35 psychology teachers, 31 had no difficulty in selecting one of these two labels--humanistic or behavioristic--as the most appropriate to describe their particular approaches to the course. Sixteen teachers identified themselves with the "humanistic" approach and 15 identified themselves with the "behavioristic" label. This chapter will compare the responses of these two groups of teachers in order to determine the degree of difference which existed for these teachers and their courses.

School Characteristics

The responses of the 31 teachers who labeled themselves as either "behavioristic" or "humanistic" were examined relative to the types of schools in which they taught. Of the 16 humanistic teachers, 11 (68.7%) taught in public secondary schools, 3 (18.7%) taught in private nonreligious schools, and 2 (12.6%) taught in private religious schools. Meanwhile, 8 behavioristic teachers (53.3%) taught psychology in public schools with 5 (33.3%) teaching in private nonreligious schools, 1 (6.7%) in a private religious school, and 1 (6.7%) in a private school for delinquent boys. Thus 2/3 of the humanistic and 1/2 of the behavioristic teachers taught their courses in public secondary schools.

When asked to identify the size of their schools' enrollment, 6 humanistic teachers (37.5%) reported that less than 350 students attended their school. In addition, 5 humanistic teachers (31.3%) reported enrollments of between 350 and 1,000 students while an equal number revealed a student enrollment figure of over 1,000 characterized their schools. In a much different pattern, 6 behavioristic teachers (40.0%) taught in schools with less than 350 students enrolled with the same number also teaching in schools with enrollments of between 351 and 1,000 students. The other 3 behavioristic teachers (20.0%) taught in schools with over 1,000 students enrolled. While the humanistic teachers appeared to be evenly distributed through these various sizes of schools, the behavioristic teachers tended to be a little more restricted to schools with less than 1,000 students enrolled.

These teachers also revealed the racial composition of their respective school's student population. With only 13 of the 16 humanistic teachers replying, 5 (38.5%) indicated the ratio of whites to blacks in their schools approximated an 80%/20% balance in favor of whites. Three teachers (23.1%) reported a 95% white/5% black racial mixture and another 3 humanistic teachers indicated a 65% white/35% black ratio. The remaining 2 teachers reported figures of 50% white/50% black or higher in favor of blacks. The behavioristic teachers reported a different type of racial composition pattern in their responses. Of the 11 teachers responding, 5 (45.5%) indicated their schools' racial balance was nearly 95% white with 4 other teachers (36.4%) reporting a white enrollment of approximately 65% and a black enrollment of only 35%.

The 16 humanistic teachers were approximately equally distributed among rural-surburban-urban school locations. Seven humanistic teachers (43.8%) taught in rural school settings with 5 teachers (31.3%) teaching in suburban school settings and 4 teachers (25.0%) teaching in urban schools. Meanwhile, 7 behavioristic teachers each (46.7%) taught in either rural or urban school settings while only 1 (6.7%) taught in a suburban school. Hence, while 1/2 of the rural teachers were humanistic and the other 1/2 behavioristic in orientation, only 1 in 6 of the suburban teachers were behavioristic.

Course and Class Characteristics

These two groups of teachers were nearly identical in their responses regarding the length of time of their respective courses. Twelve humanistic (75.0%) and 12 behavioristic (80.0%) taught one semester length courses with the remainder in each group teaching one year long courses. This distribution is about as equal as it could be considering the total number in each group. Needless to add, there was no difference between these two groups in regards to the length of their respective psychology courses.

When asked whether the psychology courses they taught were elective or required in nature, all 16 humanistic (100.0%) and 13 of the behavioristic (86.7%) teachers reported their courses were elective course offerings in their schools. Two behavioristic teachers indicated their courses were required of students in their schools.

These teachers also reported on the number of sections of psychology they taught each day. Of the 48 total sections reported by 34 of the total teachers, 22 (45.8%) were taught by 13 behavioristic teachers and 20 (41.7%) were taught by the 16 humanistic teachers. Of the humanistic teachers, 12 taught 1 section of psychology per day while 4 taught 2 sections per day. These teachers averaged 1.25 sections per day (s.d. = .45). Of the behavioristic teachers, 9 taught 1 section per day, 5 taught 2 sections, and 1 taught 3 sections each day. These teachers averaged 1.47 sections per day (s.d. = .64).

Not only did the behavioristic teachers tend to teach slightly more sections of psychology each day, they also tended to teach a few more students on the average per year. The behavioristically-oriented teachers taught approximately 49.9 students per year (s.d. = 31.5) compared to the 42.7 students taught by their humanistic counterparts (s.d. = 29.6). Of the 1,699 total student enrollment for all 35 schools, the behavioristic teachers taught 749 of them (44.1%) and the humanisitc teachers taught 683 of them (40.2%). One reason for the slightly higher number of students enrolled in courses taught by the behavioristic teachers is directly attributible to the higher total number of sections taught by these same teachers.

One half of the humanistic teachers, 8 or 50.0%, taught classes which enrolled both eleventh and twelfth grade students. Of the other 8, 4 (25.0%) taught courses with ten through twelfth graders enrolled, 3 (18.8%) taught courses with only twelfth graders enrolled, and 1 (6.3%) taught courses with ninth through twelfth graders enrolled. On the other hand, 60% of the behavioristic teachers, 9, taught courses with eleventh and twelfth graders enrolled while 3 (20.0%) taught just twelfth graders and 3 (20.0%) taught tenth through twelfth graders. Again, little difference existed between the types of students which enrolled in classes taught by these two groups of teachers.

As in the above set of data, these teachers taught courses which enrolled about the same balance of females and males. According to their responses, 81.3% of the humanistic (13) and 83.3% of the behavioristic (10) teachers taught classes which enrolled a majority of girls over boys. Meanwhile, 3 humanistic (18.8%) and 2 behavioristic (16.7%) teachers taught more boys than girls in their classes.

Interestingly, while behavioristic teachers were more likely to teach in schools which enrolled heavy white student populations than their humanistic counterparts, they were less likely to teach classes with heavy white enrollments. Nine of the 15 humanistic teachers responding to this item revealed they taught courses with a 95% white/5% black racial balance and 4 more (26.7%) reported their classes were 65% white or higher in favor of white proportions. In contrast, only 5 of the 14 behavioristic teachers responding to this item (35.7%) reported a 95% white/5% black student population. Four behavioristic teachers (28.6%) reported a white-black ratio of either 65%/35% or 80%/20% in favor of the white student population. Three teachers (21.4%) reported a 20% white/80% black racial balance existed within their psychology classes. However, this distribution and the comparison between racial balances in schools and classes are both distorted by the fact that far fewer teachers reported the racial composition of their schools than did those who reported the racial composition of their respective classes. Only if full data from all teachers on both of these items were available could a meaningful interpretation be possible.

In review, these data suggest that the courses these behavioristic and humanistic teachers taught were very similar and that the types of students enrolled in these courses were also about the same. To this point these data suggest that although the types of schools in which these two groups of teachers taught were somewhat different, their courses and classes were very much alike.

Popularity of the Course

The respondents were asked to indicate whether or not the separate psychology course was considered a popular course for students to take at their schools. Of the 13 humanistic teachers responding to this item, 11 (84.6%) reported that the course was popular among their student bodies. Of the 15 behavioristic teachers responding, 14 (93.3%) answered in the affirmative.

When asked whether student demand for the separate psychology course had risen, dropped,or remained constant over the previous two or three years, the responses of these two teachers were about identical. For instance, 44.4% of the 9 humanistic and 42.9% of the 14 behavioristic teachers responding to this item indicated student demand for the course had risen sharply. And again, 33.3% of the humanistic and 28.6% of the behavioristic teachers revealed the demand had remained constant. None of these teachers reported a drop in demand for the course among their student enrollments. For some reason, 8 of the 31 teachers represented by these two groupings failed to respond to this item of the questionnaire.

Course Objectives, Content, and Methods

Information was obtained relative to the objectives these teachers set for their courses, the topics and content they included in these courses, and the general methods they used in order to achieve their instructional objectives. Their responses to each of these sets of data are described below.

As explained previously, these teachers were asked to identify the objectives they set for their courses from a list of 12 objectives provided in the questionnaire. While all 35 teachers marked an average of 7.88 objectives each, the 16 humanistic teachers averaged 8.00 objectives compared to the 7.87 objectives averaged by their behavioristic counterparts. (See Table 17).

The pattern of response among each of these two groups made it difficult to compare their responses or even to identify any real priority for the different objectives within either one of these groups. For the humanistic teachers, 2 objectives received 16 votes (100.0%) to tie for first place, 2 received 14 votes (87.5%) to tie for second place, and 2 more received 13 votes (81.3%) to tie for third place. Although one objective, to help students better understand and accept themselves as

TABLE 17

Objectives Set For Courses Taught By The Humanistic and Behavioristic Psychology Teachers

Objectives	Humanistic Teachers F	%	R	Behavioristic Teachers F	%	R	p^a
a) Understand and accept self as an individual	16	100.0	1.5	13	86.7	1	.44
b) Understand personal problems	16	100.0	1.5	12	80.0	3.5	.20
c) Assist in life adjustment	14	87.5	3.5	12	80.0	3.5	.94
d) Apply psy. knowledge	13	81.3	5.5	10	66.7	6.5	.61
e) Develop appreciation for psychology	10	62.5	7	12	80.0	3.5	.50
f) Cope with adolescence	14	87.5	3.5	8	53.3	9.5	.09
g) Develop philosophy of life	13	81.3	5.5	9	60.0	8	.36
h) Eliminate misconceptions about psychology	8	50.0	8	12	80.0	3.5	.17
i) Assist in preparing for family life	7	43.8	9	8	53.3	9.5	.86
j) Prepare for college psychology courses	5	31.3	12	10	66.7	6.5	.11
k) Understand vocabulary	6	37.5	10.5	7	46.7	11	.88
l) Vocational planning	6	37.5	10.5	4	26.7	12	.79
m) Other	0	0.0	--	1	6.7	--	--

$\overline{X} = 8.00$ 7.87

[a] p based on Chi-square (df = 1)

individuals, received 13 votes (86.7%) for sole possession of first place, 4 different objectives received 12 votes (80.0%) to tie for second place. Although their overall rankings appeared to be similar (r_s (12) = .60, $p < .05$), the similarity is clouded by the large number of objectives which shared the same ranking. The objective, to help students cope with the problems of emerging adolescence, provided the largest degree of rank difference between these two groups of respondents. The humanistic teachers ranked this objective in position 3.5 while the behavioristic teachers assigned the objective a position of 9.5.

When the responses of these two groups were examined regarding which of the 22 topics they included in their respective courses, comparison between and clarity within these two sets of data are again clouded by their patterns of responses. The topic personality theory received 15 responses (93.8%) from the humanistic teachers for first place among these 22 topics. Social behavior received 14 responses (87.5%) for sole possession of second place before 3 topics tied for third place. However, the 2 topics just mentioned and 3 other topics combined to form a 5-way tie for the first place topic among the 15 behavioristic teachers. Immediately following this 5-way tie for first is a 4-way tie for second place among this group of respondents. Of the 22 topics, 16 received more than 1/2 of the votes of the 16 humanistic teachers while 17 received more than 1/2 of the votes of the 15 behavioristic teachers. In addition, each of the 22 topics was checked as average of 9.32 times (s.d. = 3.56) by the humanistic and 9.82 times (s.d. = 2.97) by the behavioristic teachers. In review, the number of split or tied ranks among both sets of data make it very difficult to interpret the degree of correlation between these two sets of responses. A rank-order correlation coefficient with these data would represent a distortion of these rankings. (See Table 18).

TABLE 18

Topics and Content Included in Courses Taught By The Humanistic and Behavioristic Psychology Teachers

Topics	Humanistic Teachers			Behavioristic Teachers			
	F	%	R	F	%	R	*p*[a]
a) Personality theory	15	93.8	1	13	86.7	2.5	.95
b) Social behavior	14	87.5	2	13	86.7	2.5	.64
c) Mental illness	13	81.3	4	13	86.7	2.5	.94
d) Emotions	13	81.3	4	12	80.0	7	.71
e) Drugs, alcoholism, etc.	12	75.0	6.5	12	80.0	7	.92
f) Intelligence	10	62.5	9.5	12	80.0	7	.50
g) Motivation	10	62.5	9.5	12	80.0	7	.50
h) Mental health	13	81.3	4	10	66.7	13	.61
i) The adolescent	11	68.8	8	11	73.3	10.5	.91
j) Abnormal behavior	9	56.3	13.5	13	86.7	2.5	.14
k) Love	12	75.0	6.5	9	60.0	15.5	.61
l) Growth and development	9	56.3	13.5	11	73.3	10.5	.54
m) Mental retardation	9	56.3	13.5	10	66.7	13	.82
n) Learning and thinking	6	37.5	18.5	12	80.0	7	.04*
o) Marriage and the family	9	56.3	13.5	8	53.3	17	.84
p) Heredity and genetics	6	37.5	18.5	10	66.7	13	.21
q) Senation and perception	7	43.8	17	9	60.0	15.5	.59
r) History of psychology	9	56.5	13.5	6	40.0	18	.59
s) Parapsychology, esp	9	56.5	13.5	6	40.0	18	.59
t) Human body-physiology	5	31.3	20	6	40.0	18	.89
u) Child care	2	12.5	21.5	5	33.3	21	.34
v) Statistics	2	12.5	21.5	3	20.0	22	.94
	$\bar{X}$ = 12.8			14.4		*p < .05	

[a] *p* based on Chi-square (df = 1).

The responses of these teachers to the item seeking information as to the topics and content they believed should be included in psychology courses on the precollege level were tallied and ranked. The topics which they selected were included in a list of 22 topics identical to the list just mentioned except that this particular list included an invitation to add other topics should those mentioned be inappropriate.

Again, for the third consecutive set of data, the frequency of tied ranks among the responses make meaningful interpretation of these findings difficult. The topic *personality theory* was again in sole possession of first place among the humanistic teachers with 15 responses (93.8%) but it was followed by 7 consecutive tied rank series of topics. Following first place, the next topic to hold a rank by itself is *physiology* in 19th place. Hence, between the topics *personality theory* and *physiology*, 17 different topics shared 7 rank positions in the rank-order procedure. Among the behavioristic teacher responses, the rankings were even more piggy-backed. Six different topics each shared first, second, and third place among this set of data, i.e., 6 different topics received 13 responses (86.7%), 6 received 12 responses (80.0%), and 6 more received 10 responses (66.7%). The first topic in the set of responses to hold a rank by itself is *child care* in 21st place. (See Table 19).

The behavioristic teachers selected an average of 15.93 topics that they believed *should be included* in their course compared to an average of only 14.06 topics selected by their humanistic counterparts--a difference of nearly 2 topics. Among the 22 topics listed, each topic received an average of 10.82 responses (s.d. = 2.36) from the behavioristic teachers and 10.09 responses (s.d. = 3.15) from the humanistic teachers. These figures reveal that the behavioristic teachers not only thought more

TABLE 19

Topics The Humanistic and Behavioristic Teachers Thought Should Be Included Within Precollege Psychology Courses

Topics	Humanistic Teachers F	%	R	Behavioristic Teachers F	%	R	p^a
a) Personality theory	15	93.8	1	13	86.7	3.5	.95
b) Social behavior	14	87.5	2.5	12	80.0	9.5	.94
c) Emotions	13	81.3	4.5	12	80.0	9.5	.71
d) Learning and thinking	14	87.5	2.5	10	66.7	15.5	.34
e) Drugs, alcoholism, etc.	13	81.3	4.5	12	80.0	9.5	.71
f) Mental illness	12	75.0	6.5	13	86.7	3.5	.13
g) Intelligence	11	68.8	10	13	86.7	3.5	.45
h) The adolescent	11	68.8	10	13	86.7	3.5	.45
i) Abnormal behavior	11	68.8	10	13	86.7	3.5	.45
j) Mental health	11	68.8	10	12	80.0	9.5	.76
k) Marriage and the family	12	75.0	6.5	10	66.7	15.5	.91
l) Growth and development	10	62.5	13.5	12	80.0	9.5	.50
m) Motivation	9	56.3	15.5	13	86.7	3.5	.14
n) Love	11	68.8	10	10	66.7	15.5	.79
o) Mental retardation	8	50.0	17.5	12	80.0	9.5	.17
p) History of psychology	10	62.5	13.5	9	60.0	19.5	.82
q) Sensation and perception	8	50.0	17.5	10	66.7	15.5	.56
r) Parapsychology, esp.	9	56.3	15.5	9	60.0	19.5	.88
s) Heredity and genetics	6	37.5	20	10	66.7	15.5	.20
t) Human body-physiology	7	43.8	19	10	66.7	15.5	.36
u) Child care	4	25.0	21	6	40.0	21	.61
v) Statistics	3	18.8	22	4	26.7	22	.92
$\overline{X}$ =	14.06			15.93			

[a] p based on Chi square (df = 1)

topics *should be included* in their coursess than did the humanistic teachers, but also that the behavioristic teachers were less likely to discriminate priorities among these topics as were their humanistic counterparts. However, one could also argue that the behavioristic teachers saw a number of different topics as being of equal relevence and importance while the humanistic teachers tended to see some topics as being much more important than others.

The problem of combined or tied rankings described above make it impossible to discuss with meaning the relationship between what these teachers taught in their classes and the topics these teachers thought should be included in these courses. The only clear-cut set of responses which could be compared is that regarding the topic *statistics*. Both groups of teachers placed this topic last on their list of topics included in their respective courses and last on their list of topics they believed should be included in psychology courses. An examination of Tables 18 and 19 illustrate the problems created by the response patterns of these humanistic and behavioristic teachers to these two questionnaire items.

The responses of these teachers regarding the general and specific methods they used to teach psychology were examined. Of the 16 humanistic teachers, 15 (93.8%) used the *lecture-discussion* method, 11 (68.8%) used the *discussion* method, 7 (43.8%) used the *text and lecture* method, and 3 (18.8%) each used the *lecture-demonstration* method and *laboratory experiments*. Eight humanistic teachers (50.0%) used "other" methods primarily consisting of values clarification and small group discussion "methods." Meanwhile, 12 of the 15 behavioristic teachers (80.0%) used the *lecture-discussion* method, 10 (66.7%) used the *text and lecture* method, 7 (46.7%) used the discussion method, 3 (20.0%) used laboratory experiments, and 1 (6.7%) used the lecture-demonstration method. One-fifth of the behavioristic teachers, 3 teachers or 20.0%, used "other" methods in addition to those listed above.

Converted to other terms, the humanistic teachers on the average spent 34.5% of their time in lecture, 32.8% in discussion, 13.8% in "other" methods, 12.1% in textbook use, 5.2% in laboratory experiments, and 1.7% in demonstrations. In contrast, the behavioristic teachers spent an average of 37.7% of their time in lecture, 31.1% in discussion, 16.4% in textbook use, 8.2% in "other" methods, 4.9% in laboratory experiments, and 1.6% in demonstration. Relatively speaking, the humanistic and behavioristic teachers as grouped spent approximately the same proportion of time using each of these methods. However, these teachers differed widely as individuals and such differences are not identifiable in these grouped data.

To review the responses of these teachers in regards to their course objectives, content, and methods, the general pattern of their responses suggests a tremendous degree of similarity between these two groups along each of the four areas covered in this section. As distinct groups, the humanistic and behavioristic teachers posited about the same objectives for their courses, taught about the same content and topics, and used about the same methods. However, the behavioristic teachers were slightly more likely to think more topics should be included in their courses than did their humanistic counterparts. And finally, while these teachers did differ widely within their individual groups, when their data were combined into their respective groups, these differences balanced out and revealed few differences existed between these groups of teachers.

State-adopted Textbooks

When asked whether or not they used one of the five state-adopted psychology textbooks in teaching their courses, 12 of 16 humanistic (80.0%) and 10 of 13 behavioristic (76.9%) teachers reported they used these textbooks.

When asked to identify the specific textbook they used, 6 (37.5%) of the humanistic teachers indicated the Engle-Snellgrove text, Psychology: Its principles and applications; 4 (25.0%) indicated the Gordon text, Psychology for you; 3 (18.8%) indicated the Sandberg-Ferton text, Introduction to the behavioral sciences; 2 (12.6%) indicated the Tallent-Spungin text, Psychology: Understanding ourselves and others; and, 1 (6.3%) indicated the Sorenson text, Psychology for living. Only 3 of the 5 state-adopted textbooks were used by the 10 behavioristic teachers responding to this item. Five of these 10 teachers used the Engle-Snellgrove text, 4 used the Tallent-Spungin text, and 1 used the Sorenson textbook.

Just because these teachers had these various textbooks available did not automatically mean they used them in teaching their psychology courses. A separate question sought information on the amount of use these textbooks got within the context of the course and its assignments. Seven of 14 behavioristic (50.0%) and 3 of 16 humanistic (18.8%) teachers reported they used their textbooks a "great deal of the time." Of the 7 other behavioristic teachers, 4 (28.6%) used the text "often," 2 (14.3%) used the text "occasionally," and 1 (7.1%) used it "rarely." Meanwhile, 7 humanistic teachers (43.8%) reported using the book "often" while 5 (31.3%) reported using it "occasionally," and 1 (6.3%) used the text "rarely." These data suggest that behavioristic teachers as a group used fewer of the 5 state-adopted textbooks than did their humanistic counterparts. In addition, these data indicate that these behavioristic teachers used their books more extensively in their courses than did the humanistic teachers.

Teacher Preparation and Training

Of the 15 psychology teachers certified in the area of social studies, 11 (73.3%) were behavioristic and 4 (26.7%) were humanistic teachers. Of the 4 remaining behavioristic teachers, 1 each was certified in Administration, Guidance and Counseling, Mathematics, and Psychology. Of the 11 other humanistic teachers responding to this item, 4 (26.7%) were certified in Guidance and Counseling with 1 each certified in Science, Psychology, English, School Psychology, Speech, Art, and Business Education. In other words 2 out of 3 behavioristic teachers were certified in the social studies while only 1 out of 4 humanistic teachers were certified in this same area.

A majority of teachers in each of the two groups had completed college course work at below the masters degree level. Ten of the humanistic (62.6%) and 8 of the behavioristic (53.4%) teachers had either earned just the bachelors degree or had completed work beyond the bachelors yet short of the masters degree level. One-third of the behavioristic teachers and 31.3% of the humanistic teachers had completed the masters degree or gone beyond this degree short of the specialist degree. Doctorate degrees were held by 1 humanistic and 1 behavioristic psychology teacher.

All 31 teachers making up these two groups identified the total number of college course credit hours they had earned in psychology. The 16 humanistic teachers averaged 25.3 semester hours of psychology (s.d. = 13.1) while the 15 behavioristic teachers averaged 30.0 semester hours (s.d. = 37.4). However, dropping from the behavioristic group the one teacher with 150 semester hours in psychology, the average for the remaining 14 teachers is 21.4 hours (s.d. = 17.89). With the 150 hour teacher, the behavioristic teachers on the average earned nearly 5 more hours of college credit in psychology than did their humanistic counterparts. But, dropping this teacher from their group reduces their average to nearly 4 semester hours below the average of the humanistic teachers. Depending upon this decision, the behavioristic teachers either earned more or less hours of college psychology and educational psychology credit than did the humanistic teachers.

When asked whether they felt their college course background and training had adequately prepared them to teach psychology to high school students, 10 of the humanistic (66.7%) and 12 of the behavioristic (80.0%) teachers indicated in the affirmative. Thus, the behavioristic teachers as a group felt slightly more adequately prepared than their humanistic counterparts. This survey did not collect information relative to the reason why these different teachers felt as they did towards their college preparation.

To review, the typical humanistic teacher held a subject-area certificate in any one of 8 different areas, had completed work at the bachelor's level or just beyond, had earned approximately 25 semester hours in psychology course work, and felt reasonably adequate about her/his college preparation regarding psychology. On the other hand, the typical behavioristic teacher held a social studies certificate, had completed work almost to the masters level, had earned approximately 30 hours of psychology course credit in college, and felt pretty comfortable about her/his preparation to teach the psychology course.

Need for Instructional Resources

Information concerning the felt needs of these teachers toward audiovisual and instructional resources was obtained. All 14 of the behavioristic and 13 of the humanistic (81.3%) teachers responding to this item revealed they desired more instructional materials to help them with their courses. Furthermore, every teacher in each group indicated these materials would be used if they were made available to them for their use.

When these teachers identified what specific types of audiovisual materials and resources they wanted, the degree of correlation between their rankings was found to be significant (r_s (15) = .67, $p < .01$). The first three choices of materials among the humanistic teachers was *films* (13 responses or 81.3%), *materials for classroom experiments* (11 responses or 68.8%), and a *newsletter for teachers* (10 responses or 62.5%). Tied for first place among the 15 types of materials for the behavioristic teachers were the materials *filmstrips* and *simulation games* (each with 13 responses or 86.7%). Third place was filled with *films* (12 responses or 80.0%). (See Table 20).

Interestingly, the behavioristic teachers ranked the resource *material for classroom experiments* in eighth place while the humanistic teachers placed this resource second in their priority of requests. The materials receiving the largest amount of difference between rankings were *simulation games* and a *reference service for students*. For each of these two types of materials, the gap between rankings by these respective groups was 6.5 ranks. The average difference in ranking for a given type of material was 3.13 ranks (s.d. = 2.11). However, as illustrated above, despite the apparent differences existing between these

TABLE 20

Types of Audiovisual Aids and Other Instructional Resources Desired by the Humanistic and Behavioristic Teachers

	Humanistic Teachers			Behavioristic Teachers			
Types of Materials	F	%	R	F	%	R	p^a
a) Films	13	81.3	1	12	80.0	3	.71
b) Materials for classroom experiments	11	68.8	2	9	60.0	8	.89
c) Newsletter for teachers	10	62.5	3	10	66.7	5	.89
d) Filmstrips	9	56.3	5	13	86.7	1.5	.14
e) Cassette audiotapes	9	56.3	5	10	66.7	5	.82
f) Curriculum guide	9	56.3	5	8	53.3	10	.84
g) Overhead transparencies	8	50.0	7	9	60.0	8	.84
h) Simulation games	7	43.8	8	13	86.7	1.5	.03*
i) Value sheets	6	37.5	9	4	26.7	13.5	.79
j) Student workbooks	5	31.3	10	7	46.7	11.5	.61
k) Career-related pamphlets	4	25.0	11	9	60.0	8	.11
l) Reference service for students	3	18.8	12.5	10	66.7	6	.02*
m) Different kind of a textbook	3	18.8	12.5	4	26.7	13.5	.92
n) Posters of fampus psychologists	2	12.5	14.5	7	46.7	11.5	.09
o) Materials for slow learners	2	12.5	14.5	3	20.0	15	.94
p) Other	1	6.3	--	0	0.0	--	--

$\overline{X}$ = 6.25 8.53 *$p < .05$

$^a p$ based on Chi-square (df = 1)

sets of rankings, their level of agreement is extremely high for these many different types of materials. In addition, the average humanistically-oriented teacher indicated a need for 6.25 types of materials compared to 8.53 types of materials desired by the behavioristic teachers.

In review, a large majority of teachers in each of these two groups wanted more audiovisual and instructional resources to help them do a better job teaching this course. All 31 of these teachers reported they would use these materials. Finally, even though the average behavioristic teacher desired 2.28 types of materials more than did the average humanistic teacher, both groups of teachers ranked these 15 types of materials at about the same level of priority.

Professional Awareness and Involvement

Three items regarding the awareness and involvement of these teachers in different areas of related professional activities were included in the questionnaire. These questions concerned their awareness of the APA's Human Behavior Curriculum Project, their receipt of the APA newsletter *Periodically*, and their involvement in the Mississippi Council for the Social Studies (MCSS). Their responses to these three items are provided below.

Only 5 of these 31 teachers were aware of the existence of the Human Behavior Curriculum Project. Of these 5, 4 were humanistic and 1 was a behavioristic teacher. Only one of these teachers received the APA Clearinghouse on Precollege Psychology newsletter, *Periodically*. This teacher was humanistically-oriented. Finally, a behavioristic teacher was the only psychology teacher among these two groups who belonged to the MCSS. In addition, 60.0% of the behavioristic and 35.7% of the humanistic teachers indicated they wanted information on how to join this social studies professional organization.

Review and Conclusions

Although conventional wisdom perceives humanistic and behavioristic teachers as teaching two entirely different types of psychology courses, this difference was not born out in these data. Few real differences existed between these two groups of teachers. In some cases, the extent of their similarity was surprising. And, in many other cases, there were greater differences among the teachers in each of the separate groups than there were differences between these two groups of teachers. Among the more important findings of this survey relative to the status of humanistic-behavioristic psychology courses in Mississippi are:

(a) two-thirds of the humanistic and one half of the behavioristic teachers taught in public secondary schools;

(b) behavioristically-oriented teachers were slightly more likely than humanistic teachers to be found teaching in schools with small enrollments;

(c) behavioristically-oriented teachers were slightly more likely to teach in schools with heavy white student populations;

(d) humanistic and behavioristic teachers were located about equally among rural-suburban-and urban school settings;

(e) humanistic and behavioristic teachers were about equal in the number of semester and year-long psychology courses they taught;

(f) behavioristic teachers taught the only two required psychology courses in these 35 schools;

(g) humanistic teachers averaged 1.25 sections of psychology each day compared to 1.47 sections taught by the behavioristic teachers;

(h) one half of the humanistic and 60.0% of the behavioristic teachers taught classes which enrolled only eleventh and twelfth graders;

(i) four-fifths of the classes taught by both groups of teachers enrolled more females than male students;

(j) humanistic teachers were more likely to teach classes which enrolled heavy white student populations even though they offered the courses in more predominantly black schools;

(k) humanistic (84.6%) and behavioristic (93.3%) teachers alike reported the psychology course was a popular one to take in their respective schools;

(l) teachers in both groups averaged about the same number of instructional objectives for their courses, i.e. 8.00 and 7.87, and had a difficult time identifying any clear-cut priorities among these objectives;

(m) humanistic teachers selected personality theory as the topic more frequently covered and the topic that most ought to be included in their courses while the behavioristic teachers selected five different topics as their most taught topics and six topics as those that most often should be included in their courses;

(n) humanistic (93.8%) and behavioristic (80.0%) teachers alike used the lecture-discussion method most frequently in the classroom as the mode of instruction;

(o) state-adopted psychology textbooks were used by a large number of the humanistic (76.9%) and behavioristic (80.0%) teachers;

(p) the Engle-Snellgrove text, Psychology: Its principles and applications, was the most used text among both the humanisitc (37.5%) and behavioristic (50.0%) teachers;

(q) behavioristic teachers were slightly more likely to use their textbooks more extensively than were their humanistic counterparts;

(r) two-thirds of the behavioristic and only one-fourth of the humanistic teachers held certificates in the social studies;

(s) a majority of teachers in each group had completed college course work at below the masters level;

(t) humanistic teachers averaged 25.3 semester hours in psychology and educational psychology courses in college while the behavioristic teachers averaged 30.0 semester hours with and 21.4 semester hours without the one teacher with 150 hours earned in this content area course work;

(u) two-thirds of the humanistic and four-fifths of the behavioristic teachers reported they felt adequately prepared to teach psychology to high school students;

(v) an overwhelming majority of teachers in both groups reported they not only wanted more audiovisual and other instructional materials to help them with their courses but that they would use these materials if they were make available to them; and,

(w) humanistic teachers desired *films* as the material they most wanted to have access to while behavioristic teachers most wanted *filmstrips* and *simulation games*.

In conclusion, out of the 98 variables examined in this chapter relative to the responses of these two groups of teachers, only 5 possessed differences which could accurately be labeled as being significant ($p < .05$). In other words, these teachers were similar along 93 of 98 variables on which they were compared. One must conclude that these behavioristic and humanistic teachers as a group taught their courses in about the same types of schools, with the same types of students learning about the same kinds of things from teachers who were similar in their college background and training.

CHAPTER VII

The Psychology Course From The Students' Perspectives

In addition to the teacher survey reported in the earlier segments of this report, data were also collected from a number of students who were actually enrolled in psychology courses taught by these same teachers. All 35 teachers who taught separate psychology courses were asked if they would allow their students to be surveyed as well. Each teacher received a brief letter explaining the nature of the student survey, a sample copy of the two-page, 9-item student questionnaire, and a stamped, self-addressed return postcard on which s/he was to indicate the total number of student questionnaires s/he needed. The request to conduct the student survey was mailed to the teacher within one week of the receipt of the teacher's completed questionnaire. Whenever possible, the appropriate number of student surveys and a self-addressed, stamped return envelope was mailed to the teacher within 24 hours of the receipt of her/his completed postcard.

Returns

Of the 23 public school teachers receiving requests to survey their students, 15 (65.2%) returned completed postcards asking for a total of 704 student questionnaires. If all these survey forms had been completed, than 52.0% of the 1,354 public school students taking psychology would have been surveyed. Thirteen teachers returned 507 completed student questionnaires. These 507 student responses represent 37.4% of the 1,354 public school student total. Meanwhile, of the 12 private school teachers surveyed, 10 (83.3%) agreed to survey their students. Of these, 9 returned 217 completed questionnaires. These 217 students represent 62.9% of the 345 private school students who took the course during 1974-75. Thus, 724 of the 1,699 students (42.6%) taking psychology courses in Mississippi high schools during 1975-76 completed the student questionnaire. The results of the analysis of these student data are to be reported in this chapter.

Characteristics of Students Enrolled in the Psychology Courses

Included in the student questionnaire were four items designed to gather descriptive data relative to the sex, race, age, and grade level of each respondent. Information was also sought as to the letter grade each student earned in the psychology course for the previous grading term. An overview of these descriptive data is presented below. (See Figures 1 and 2).

(A) Sex of students

Although 26 of the 35 teachers indicated their classes consisted of a majority of females, no data were available revealing the exact percentage or number of females enrolled in these psychology courses. As expected from the teacher data, females did make up a majority of the student population sampled in the 1975-76 survey. Of the 724 students, 458 or 63.5%, were female with the remaining students, 263 or 36.5%, being male. If these percentages are indicative of the female-male ratio in separate psychology classrooms, then of the 1,699 student total, 1079 were female. By contrast, 58.6% of the Florida students completing a similar survey in 1974-75 indicated they were females.

Figure 1

A Crosstabulation of Descriptive Data Pertaining to the 724 Mississippi Secondary School Students Who Responded to the 1975-76 Psychology Survey; Frequency Data*

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED				
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Year-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades
Males	263	-	204	58	1	7	9	35	212	2	7	25	131	90	7	62	72	65	30	8
Females		458	362	93	1	13	18	119	306	13	15	89	223	113	5	154	167	49	21	14
Whites			566	-	-	12	13	131	409	11	12	98	289	144	11	186	191	78	34	12
Blacks				151	-	7	14	23	106	3	10	16	64	57	1	29	47	35	17	10
Other					2	0	0	1	1	0	0	0	2	0	0	1	1	0	0	0
Freshmen						20	-	-	-	13	5	1	1	0	0	1	0	0	0	0
Sophomores							27	-	-	2	13	7	4	1	0	2	7	3	7	4
Juniors								155	-	0	3	95	45	11	0	36	52	14	14	4
Seniors									518	0	0	11	305	189	12	177	179	97	30	14
14 Year-Olds										15	-	-	-	-	-	0	0	0	0	0
15 Year-Olds											22	-	-	-	-	3	7	2	3	5
16 Year-Olds												114	-	-	-	28	39	10	9	2
17 Year-Olds													355	-	-	128	121	53	18	7
18 Year-Olds														203	-	54	70	44	18	11
19 Year-Olds															12	3	3	3	3	0
"A" Grades																216	-	-	-	-
"B" Grades																	240	-	-	-
"C" Grades																		112	-	-
"D" Grades																			51	-
"E/F" Grades																				25

*Differences in totals due to students who did not respond to one of these 5 categories of items.

Figure 2

A Crosstabulation of Descriptive Data Pertaining to the 724 Mississippi Secondary School Students Who Responded to the 1975-76 Psychology Survey; Percentage Data*

	SEX		RACE			GRADE LEVEL				AGE LEVEL						GRADES EARNED				
	Males	Females	Whites	Blacks	Others	Freshmen	Sophomores	Juniors	Seniors	14 Year-Olds	15 Year-Olds	16 Year-Olds	17 Year-Olds	18 Year-Olds	19 Uear-Olds	"A" Grades	"B" Grades	"C" Grades	"D" Grades	"E/F" Grades
Males	36.5	-	28.4	8.1	.1	1.0	1.3	4.9	29.4	.3	1.0	3.5	18.2	12.5	1.0	9.6	11.2	10.1	4.7	1.2
Females		63.5	50.4	12.9	.1	1.8	2.5	16.5	42.5	1.8	2.1	12.3	30.9	15.7	.7	23.9	25.9	7.6	3.3	2.2
Whites			78.8	-	-	1.7	1.9	18.2	56.8	1.5	1.7	13.6	40.1	20.0	1.5	28.9	29.7	12.1	5.3	1.9
Blacks				21.0	-	1.0	1.9	3.2	14.7	.4	1.4	2.2	8.9	7.9	.1	4.5	7.3	5.4	2.6	1.6
Others					.2	-	-	.1	.1	-	-	-	.3	-	-	.2	.2	-	-	-
Freshmen						2.8	-	-	-	1.8	.7	.1	.1	-	-	.2	-	-	-	-
Sophomores							3.8	-	-	.3	1.8	1.0	.6	.1	-	.3	1.1	.5	1.1	.6
Juniors								21.5	-	-	.4	13.2	6.2	1.5	-	5.6	8.1	2.2	2.2	.6
Seniors									71.9	-	-	1.5	42.3	26.2	1.7	27.5	27.8	15.1	4.7	2.2
14 Year-Olds										2.1	-	-	-	-	-	-	-	-	-	-
15 Year-Olds											3.1	-	-	-	-	.5	1.1	.3	.5	.7
16 Year-olds												15.8	-	-	-	4.3	6.1	1.6	1.4	.3
17 Year-Olds													49.3	-	-	19.9	18.8	8.2	2.8	1.1
18 Year-Olds														28.2	-	8.4	10.9	6.8	2.8	1.7
19 Year-Olds															1.7	.5	.5	.5	.5	-
"A" Grades																33.6	-	-	-	-
"B" Grades																	37.4	-	-	-
"C" Grades																		17.7	-	-
"D" Grades																			8.0	-
"E/F" Grades																				3.9

*Differences in totals due to students who did not respond to one of these 5 categories of items

The 'typical' female psychology student was white, in the twelfth grade, 17 years of age, and equally likely to have received an "A" or "B" in psychology during the previous grading term. Likewise, the 'typical' male was white, in the twelfth grade, 17 years of age, and equally likely to have received an "A", "B", or "C" in psychology for the preceding term. These characteristics are nearly identical to those revealed by a similar survey of 1,215 students enrolled in Florida psychology courses during 1974-75.

(B) Race of students

When these data were examined according to the race of the students enrolled in these courses, the results were consistent with previous teacher responses. Of the 35 teachers, 24 had reported moderate-to-heavy white student enrollments in the separate psychology courses. This high precentage of white students was supported by the student returns. A large majority of the 724 students, 566 students or 78.8%, were white. Black students numbered 151 responses (21.0%) while 2 students (.2%) indicated their race was something 'other' than white or black. Using these percentages as estimates, then of the 1,699 students enrolled in Mississippi's psychology courses, 1,338 were white, 357 were black, and 4 were 'other' in respect to racial characteristics.

The 'typical' white student was female, in the twelfth grade, 17 years old, and the recepient of an "A" or "B" grade during the last term in the psychology course. Similarly, the 'typical' black student was female, in the twelfth grade, either 17 or 19 years old, and the recepient of either a "B" or "C" grade in psychology for the previous grading term. These characteristics are parallel to those revealed by the Florida student responses.

(C) Grade levels of students

The teacher data related to the grade level of students enrolled in these classes indicated a heavy senior population. When the results of the student responses were examined, the findings revealed that over two-thirds of the 724 students, 518 or 71.9%, were seniors, with juniors (155 students or 21.5%), sophomore (27 students or 3.8%), and freshmen (20 students or 2.8%) following in that order.

At all grade levels, the typical student was a white female. As might be expected, as the grade level rose, so the age level of the students increased with freshmen primarily 14 years of age, sophomores primarily 15 years of age, juniors primarily 16 years of age, and seniors primarily 17 years of age. Interestingly, seniors were equally likely to have earned an "A" or "B" while juniors were most likely to have received a "B" and sophomores a "B" or "D" in the course for the previous grading period. However, only one of the 20 freshmen taking the course indicated having received a grade in the course. This grade was an "A".

(D) Age levels of students

The results of the student data indicated that one-half of these students (355 responses or 49.2%), were 17 years of age. Eighteen year old students (203 responses or 28.2%) made up the second most numerous age category with 16 year old students (114 responses or 15.8%) third, 15 year old students (22 responses or 3.1%) fourth, 14 year old students (15 responses or 2.1%) fifth, and 19 year old students (12 responses or 1.7%) sixth. Collectively, 558 of the

724 students (77.1%) responding to this survey were either 17 or 18 years of age. The typical 17 year old student was a white female, a senior, and equally likely to have received an "A" or "B" in psychology for the previous grading term. These data are a carbon copy of the characteristics of the 'typical' 17 year old student as revealed by the Florida student survey.

(E) Academic grades received by students

Each student was also asked to identify the grade s/he received in the psychology course for the previous grading term. Over a third of all grades given by the 22 teachers of these 724 students were "B" grades (240 responses or 37.4%) while an almost equal percentage of students, 33.6% or 216 responses, received an "A" grade. A distant third position was filled by the "C" grade category (112 responses or 17.7%) with "D" grades fourth with 51 responses (8.0%) and "F" grades fifth with 25 responses (3.9%). For whatever reasons, 80 students (11.0% or the 724 students surveyed) failed to indicate the grade they received for the previous grading period. The most plausible explanation for this high number of "no responses" is that these students were in their first term in the psychology course and had not yet received grades for the course.

(F) Summary of student descriptive data

At this time, a composite description of the 'typical' secondary school psychology student in Mississippi can be developed. She is a white, 17 year old senior enrolled in a rural public school course with an enrollment of approximately 25 students. She received an "A" or "B" in her psychology course for the last term. Her psychology course is a one semester-length social studies elective course. Her class of approximately 25 students includes 13 white females, 7 white males, 3 black females, and 2 black males. The majority of her classmates are 17 or 18 year-old seniors with a few juniors and either 1 sophomore or freshman also enrolled. Of these students, about 18 received "A's" or "B's" for the last grading term in this course. Only one of her classmates received a grade of "D" or "F". These data are nearly identical to those found in the student responses from the 1974-75 Florida study. In other words, there exists little difference between the types of students enrolled in psychology courses in Mississippi and Florida high schools.

Student response to other items

In addition to identifying themselves in terms of the five descriptive categories just mentioned, these students also revealed the reasons why they enrolled in these psychology courses, the topics they believed should be included in these courses, and the types of audio-visual materials they thought should be used by their teachers in order to teach them psychology. In each of these areas of responses, the options provided on the student questionnaire were nearly identical to those listed on the teacher survey form. Hence, comparison between the teacher and student responses is possible. Because the questionnaire completed by the Mississippi students was identical to that filled out by the Florida students, comparison between these two sets of student data is also possible. However, prior to these comparisons, the Mississippi student responses to these three items will be presented.

(A) Reasons why students enrolled in the course

The students were provided a list of 12 reasons commonly cited for enrolling in psychology courses on the high school level. Except for some slight modification in wording these 12 reasons were the same as the list of 12 objectives teachers cited for offering these courses. This technique made it possible to compare the responses of these two groups of persons to determine the level of agreement between them (i.e., do students enroll in these courses for the same reasons schools and teachers offer them?). The students were asked to mark any and all of the reasons which they had for enrolling in their respective psychology courses. Space was provided for listing additional reasons should those identified not be appropriate or sufficient. The 724 students marked an average of 4.49 reasons each (see Table 21).

The three reasons receiving the most support among the 12 reasons listed are:

(a) to help me understand and deal with my personal problems (446 responses or 61.6%);

(b) to assist me in adjusting to life and in solving life's problems (394 responses or 54.4%); and,

(c) to help me better understand and accept myself as an individual (386 responses or 53.3%).

The three reasons least supported by these 724 students are:

(a) to assist me in understanding the vocabulary associated with psychology (104 responses or 14.4%);

(b) to help me in my vocational planning (118 responses or 16.3%); and,

(c) to eliminate many of the misconceptions I have about psychology and psychologists (142 responses or 19.6%).

TABLE 21

Comparison of the Rankings of Mississippi and Florida Student Data for the Reasons They Enroll in Precollege Psychology Courses.

	Mississippi Student Responses			Florida Student Responses	
Reasons	F	%	R	%	R
a) To help me understand and deal with my personal problems	446	61.6	1	51.7	1
b) To assist me in adjusting to life and in solving life's problems	394	54.4	2	46.2	2
c) To help me better understand and accept myself as an individual	386	53.3	3	45.7	3
d) To assist me in preparing for my future family life	341	47.1	4	36.0	5
e) To apply psychological knowledge to understand contemporary social problems and events	256	35.4	5	42.1	4
f) To prepare me for college psychology courses	254	35.1	6	35.7	6
g) To assist me in developing a basic philosophy of life	221	30.5	7	35.3	7
h) To help me cope with problems associated with emerging adolescence	216	29.8	8	23.5	9
i) To help me develop an appreciation for psychology as a field of scientific knowledge and inquiry	202	27.9	9	30.9	8
j) To eliminate many of the misconceptions I have about psychology and psychologists	142	19.6	10	18.4	11
k) To help me in my vocational planning	118	16.3	11	18.4	10
l) To assist me in understanding the vocabulary associated with psychology	104	14.4	12	16.6	12
m) Other	171	23.6	--	16.2	--

Note: The rank-order correlation coefficient for those two sets of data is .98 ($p < .0001$). The $\Sigma d^2=6$.

Of the 171 students who indicated they had 'other' reasons for taking the course, 86 (50.3%) indicated they were required to take the course. Among the remaining 'other' reasons these students gave for enrolling in these courses are: to learn how to 'psyche-out' other racers, I figured it would be fun and not much work, I was curious, it was the only class available that interested me, I would enjoy practicing it (psychology), to understand myself better and to communicate better with others, to learn to understand problems of drugs, to be in this particular teacher's room, it was required in my plans for college, and I was interested in psychology.

In contrast, the 35 psychology teachers rated the three items these students selected as their first, second, and third most frequent reasons for enrolling these courses as their second, third, and first reasons for offering the course. In other words, these teachers and students agreed as to the top three reasons for offering and for taking psychology (see Table 2). Of the 12 items listed, the greatest difference exists for the reason [objective] to help me [to assist students] in my future family life. The teachers ranked this objective ninth while the students ranked this reason fourth. Otherwise, the pattern of similar rankings indicated for the top three objectives-reasons is maintained throughout the listing of these 12 objectives-reasons ($r_s(12) = .76$, $p < .01$).

Like these 724 Mississippi students, 1,215 Florida psychology students responded to the exact same questionnaire items requesting they identify their reasons for enrolling in psychology. Interestingly, the reasons the Mississippi students ranked first, second, and third were assigned these exact same positions by the Florida students. In fact, these two groups of students ranked these 12 reasons in nearly the exact same position along all 12 ranked-places (see Table 21). The degree of correlation between these two sets of rankings is an astronomical .98 ($p < .001$). In other words, for all practical consideration, there is virtually no difference between the reasons these two groups of students had for enrolling in their respective courses.

(B) Topics and Content Believed to be Important to Include in These Courses

A list of 22 topics usually included in high school psychology courses was presented in the questionnaire with the request these students identify any and all of the topics they thought should be included in these (their) courses. This list was identical to that placed in the teacher questionnaire reported earlier. In addition, the students were provided the opportunity to identify 'other' topics besides those listed on the survey form.

The five topics these students believed most ought to be included in these courses were emotions (526 responses or 72.7%), love (513 responses or 70.9%), marriage and the family (509 responses or 70.3%), drugs, alcoholism, etc. (468 responses or 63.3%) and social behavior (458 responses or 63.3%). The three topics believed least important for these courses were statistics (120 responses or 16.6%), sensation and perception (192 responses or 26.5%), and the history of psychology (199 responses or 27.5%). (See Table 22).

Among the 'other' topics and content these students believed should be included in their precollege psychology courses are sex (8 responses), dreams (3 responses), and the brain, cloning,

TABLE 22

Comparison of the Topics and Content the Mississippi and Florida Psychology Students Believed Should be Included in Psychology Courses

Topics	Mississippi Student Responses F	%	R	Florida Student Responses %	R
a) Emotions	526	72.7	1	74.6	1
b) Love	512	70.9	2	64.9	4
c) Marriage and the family	509	70.3	3	58.8	7
d) Drugs, alcoholism, etc.	468	64.6	4	55.6	10
e) Social behavior	458	63.3	5	68.8	2
f) Personality theory	420	58.0	6	66.9	3
g) Mental illness	413	57.0	7	62.6	5
h) Abnormal behavior	388	53.6	8.5	59.4	6
i) Child care	388	53.6	8.5	43.8	17
j) Mental health	364	50.3	10	47.5	14
k) Mental retardation	359	49.6	11	56.3	9
l) The adolescent	340	47.0	12	57.2	8
m) Learning and thinking	339	46.8	13	52.0	12
n) Parapsychology, esp	331	45.7	14	52.4	11
o) Intelligence	321	44.3	15	51.0	13
p) Growth and development	309	42.7	16	45.1	15.5
q) Motivation	260	35.9	17	45.1	15.5
r) Heredity and genetics	248	34.3	18	35.1	19
s) The human body (physiology)	237	32.7	19	23.3	21
t) History of psychology	199	27.5	20	33.4	20
u) Sensation and perception	192	26.5	21	39.3	18
v) Statistics	120	16.6	22	20.3	22

Note: The rank-order correlation coefficient for these two sets of data is .87 ($p < .001$). The $\Sigma d^2 = 223$ (df=22).

conditioning, dealing with emotionally unstable people, death, the generation gap, genetic engineering, masculinity/femininininity, memory, personality traits, 'plastic people', population control, psychological case studies, psychomurders, schizophrenia, sexual behavior, sex and morality, sexual reactions, sterotypes, transactional analysis, treatment of mental illness, and types of treatment (1 response each).

The student rankings for these 22 topics can be compared against both the teacher rankings for topics they included in their courses (Table 3) and for topics their teachers thought should be included in these courses (also Table 4).

A comparison of the rankings for the student responses relative to the topics they believed ought to be taught with those rankings assigned by the 35 teachers regarding the content they included in their courses reveals some degree of similarity between these two groups. The topics the students ranked first, second, and third were ranked fourth, eleventh, and fifteenth by the teachers. These findings suggest that the three topics these students considered as most important to include in psychology courses were not covered very frequently in the courses in which they were enrolled. However, in general, these teachers did tend to include in their courses the types of topics and content their students wanted in them ($r_s(22) = .63$, $p < .005$). (See Table 22).

This pattern of general agreement among rankings was maintained when the rank-orderings of the teacher data concerning the topics they believed should be included in these courses were compared with those orderings of the student responses for this same item. The topics emotions, love, and marriage and the family, ranked first, second, and third by the students were ranked third, fourteenth, and twelfth, respectively, by their teachers. However, despite this apparent lack of agreement between these two sets of rankings, these teachers and students did tend to agree upon what topics should be included in psychology courses offered in Mississippi's secondary schools. The degree of correlation between these two sets of rankings is .62 ($p < .005$).

A higher level of agreement was found when the rankings for this questionnaire item by the 724 Mississippi and 1,214 Florida students were compared ($r_s(22) = .87$, $p < .001$). The topics emotions, social behavior, and personality theory, ranked first, second, and third, respectively, by the Florida students were ranked first, fifth, and sixth, respectively, by the Mississippi students (see Table 22). At the same time, the topics statistics, sensation and perception, and the history of psychology ranked twenty-second, twenty-first, and twentieth, respectively by the Mississippi students received rankings of twenty-second, eighteenth, and twentieth, respectively, from the Florida students. These close rankings and the high level of correlation (.87) between these sets of data indicate that these two groups of students were similiar in their beliefs about what topics ought to be included in these psychology courses. In other words, Mississippi students are not much different from Florida students in their beliefs about what should be studied in their respective psychology courses.

Instructional Resources Desired by These Students

These students were given an opportunity to identify the types of audio-visual materials and instructional resources they desired to see their teachers use in teaching them psychology. A list of 15 different types of resources was provided on the questionnaire. 13 of which were identical to those listed in the teacher survey form. A space was also provided for identifying 'other' resources besides those not listed. The students were invited to check all the materials and resources they wanted to see used. (See Table 23).

Of these 15 items, the three top-ranked materials as those most desired are films (577 responses or 79.7%), guest speakers (503 responses or 69.5%), and filmstrips (462 responses or 63.8%). The three least desired types of materials are posters of famous psychologists (51 responses or 7.0%), materials for slow learners (98 responses or 13.5%), and overhead thermal transparencies (112 responses or 15.5%). These 724 students checked an average of 5.47 types of instructional resources they wanted to see their teachers use in their psychology course curriculum.

Among the "other" types of materials and resources these students desired were field trips (19 responses - 12 of which called for field trips to mental institutions), classroom discussions (2 responses), and less notes, group-talks, experimental drugs, a psychology library, magazines, sample personality tests, photographs, slides, ink blots, shorter and easier psychology tests, and case studies (1 response each). In a class where no textbooks were used, 12 students indicated they wanted a psychology textbook. Probably the most interesting response was that by a student who desired 'another principal' as a type of resource that could help improve the psychology course.

In contrast, the three types of materials the students ranked as

TABLE 23

Comparison of the Rankings of the Mississippi and Florida Student Data for the types of Audio-Visual Materials and Instruction Resources these Students wanted to see their teachers use in teaching them Psychology.

	Mississippi Student Responses			Florida Student Responses	
Type of Material	F	%	R	%	R
a) Films/movies	577	79.7	1	77.9	1
b) Guest speakers	503	69.5	2	74.3	2
c) Filmstrips	462	63.8	3	47.2	5
d) Materials for classroom experiments	404	55.8	4	55.9	4
e) Simulation games	383	52.9	5	57.9	3
f) A weekly newspaper	289	39.9	6	36.3	6
g) Audio-cassette tapes	269	37.2	7	30.7	8
h) A reference service for students	193	26.7	8	36.0	7
i) Career-related pamphlets	188	26.0	9	24.0	11
j) Student workbooks	141	19.5	10	20.9	12
k) Value sheets	131	18.1	11	24.9	10
l) Different kind of textbook	116	16.0	12	28.3	9
m) Overhead transparencies	112	15.5	13	17.0	13
n) Materials for slow learners	98	13.5	14	11.3	14
o) Posters of famous psychologists	51	7.0	15	7.2	15
p) Other	42	5.8	--	4.7	--

Note: The rank-order correlation coefficient for these two sets of data is .95 ($\underline{p} < .001$). The $\Sigma d^2=28$ (df=15).

their first, third, and fourth, were ranked first, second, and fourth, respectively, by the 35 teachers. The item ranked second by the students, *guest speakers*, was not provided on the teacher survey and so comparison between these two groups for this type of material is impossible. *Simulation games*, ranked third by the teacher was ranked fifth by the students. The rank-order correlation coefficient for these two sets of ranked data is .84 ($p < .001$).

However, an even greater similarity exists between the rankings of these materials by the Mississippi and Florida students. In fact, these two groups of students ranked the exact same type of materials, *films*, and *guest speakers*, as their first and second choices. Even more remarkable, they agreed on their last three ranked materials and the ranking assigned to each (i.e., *overhead transparencies*, thirteenth; *materials for slow learners*, fourteenth; and *posters of famous psychlogists*, fifteenth). Of the 15 types of materials listed, these two groups of students agreed on the rank assigned to 7 of these materials. In addition, the rank-order correlation for these two sets of rankings is .95 ($p < .001$). Finally, these rankings reveal that there exist *virtually no difference* between the types of materials desired by Mississippi psychology students and students enrolled in similiar courses in Florida.

Review and Summary

To review, these data relative to the various student responses reveal the following:

(a) the characteristic of the students enrolled in psychology courses in Mississippi are very similiar to those who enrolled in psychology courses in the state of Florida;

(b) the Mississippi students posited the same reasons for enrolling in their respective psychology courses as did the Florida psychology students;

(c) the Mississippi students generally agreed with the Florida psychology students as to the types of topics and content which should be included in these courses;

(d) the Mississippi and Florida students were nearly identical in their preferences for the types of materials they wanted their teachers to use in teaching them psychology;

(e) the Mississippi students had much the same reasons for enrolling in their psychology courses as their teachers posited as objectives for offering these courses;

(f) the types of topics and content the Mississippi students thought should be included in these courses were about the same as the topics their teachers included in these courses and the topics their teachers thought should be included in these courses; and,

(g) the types of audio-visual materials and resources the Mississippi students desired to see their teachers use were much the same as the types of materials their teachers desired to see made available to them in order to teach their psychology courses better.

Probably the most interesting finding of the student data is that their responses and rankings were little different from those obtained from students enrolled in similar courses in Florida. Hence, for those who might have assumed Mississippi students were different from students in other states, these data would indicate their assumption to be invalid.

CHAPTER VIII

Voices From Schools Not Currently Offering Separate Psychology Courses

While 35 secondary schools in Mississippi offered separate courses in psychology for credit in 1975-76, 340 schools did not. When asked whether or not they would be interested in beginning such a course, 73 of 96 individuals responding to this item indicated in the affirmative. Should these schools initiate such courses, then 108 of the state's 375 schools (28.8%) would be offering the course for credit within their respective curriculums.

However, just because someone desires to begin a course does not automatically mean s/he will be able to do so. A school may not have the funds, resources, or facilities available. A school may not be able to obtain a teacher who is able to teach the course. Of equal importance, a school may not have an administrator who wants to add the psychology course to the curriculum. Even when all the other variables are favorable, a school with an "unfriendly" administration is not likely to offer the course. Whether or not the 73 non-teacher respondents who indicated they wanted to begin the course were persons in a position to make curriculum changes or were merely teachers who wanted the course added to their current course offerings is vital information in terms of interpreting the possible growth of this subject area. Who these individuals were, where they were located, and what they wanted the psychology courses to become are the focus of this chapter.

School Characteristics

Data are available from these respondents to reveal the types of schools, over-all school enrollment, racial composition of school populations, and location of schools which have indiated a desire to begin offering separate courses in psychology.

Of the 73 respondents, 53 (72.6%) were from public secondary schools, 10 (13.7%) were from private nonreligious schools, 6 (8.2%) were from private religious schools, and 2 each (2.7%) were from Catholic parochial and "other" type schools. Thus, nearly three-fourths of the respondents were from public schools while one-fourth were from private schools.

When the responses relative to overall school enrollment were examined, a pattern developed that was very similar to that existing for schools which already had such separate psychology courses. With all 73 respondents marking a category specifying their school's total enrollment for grades nine through twelve, 23 (31.5%) indicated their school's enrollment ranged from 151 to 350 students, with 19 (26.0%) indicating an enrollment of between 351 and 500 students, 14 (19.2%) an enrollment of between 501 and 1,000 students, 8 (11.0%) an enrollment of less than 150 students, 6 (8.2%) an enrollment of between 1,001 and 1,500 students, and 3 (4.1%) an enrollment of over 1,500 students. These findings may be misinterpreted to mean that respondents in smaller schools were more likely to want the course offered than were respondents from larger schools. However, one must keep in mind that the predominant number of schools in the state are small schools in rural areas. For the most part, these data merely indicate the general enrollment of Mississippi's secondary schools.

Only 53 of the 73 respondents in this group identified the racial balance existing within their school's student populations. Of these 53, 15 (28.3%) revealed an enrollment balance of approximately 95% white and 5% black. Closely behind were the 14 respondents (26.4%) who indicated a 80% white/20% black figure best described their school's racial composition. Meanwhile, 10 other respondents (18.9%) indicated a 65% white/35% black ratio existed in their schools with 7 (13.2%) reporting a 50% white/50% black ratio while 7 others reported a 35% white/65% black ratio. Again these ratios largely reflect the racial balance and composition in many of the state's secondary schools.

As expected, the largest portion of these respondents taught in schools located in rural areas, 48 or 69.6%. A distant second was taken by respondents from urban schools, 12 or 17.4%, with suburban school respondents close behind, 9 responses or 13.0%. Interestingly, while 16 of the 35 schools (48.5%) presently offering the course were located in rural settings, 69.6% of the respondents in schools wanting to offer the separate course were located in similar settings. The findings suggest that a considerable number of educators in the state's rural areas believe that psychology is important content for their students to study.

Status of Psychology Within Their Existing Curriculum

Twelve of the 67 respondents answering the question concerning the present status of psychology within their school's curriculums indicated psychological content was already included within various courses offered in their schools. In addition, a number of respondents indicated the names of courses which included this content. Their responses revealed that 'psychological' content was already included in home economics (14 responses or 19.2%), family life (11 responses or 15.1%), sociology (10 responses or 13.7%), problems of democracy (8 responses or 11.0%), senior social studies (4 responses or 5.5%) and contemporary issues and child development (each with 2 responses or 2.7%). Seven respondents indicated "other" courses besides those listed above contained this content. In total, these 73 respondents reported that 58 courses in their different schools included 'psychological' content.

Popularity of Psychology

When asked whether or not 'psychology' was a popular subject area for study among their students, 4 of the 5 respondents marking this item answered in the affirmative. Sixty-eight respondents failed to mark a response to this item.

Similarly, only 7 respondents reported on the nature of their students demand for the course. Of these 7, 3 reported student demand for a separate psychology course had "risen sharply" in the past two or three years, 2 reported it had "risen slightly," and 1 each reported it had either "remained constant" or had "decreased slightly."

In both cases reported above, the sparseness of answers from this group of respondents makes any meaningful interpretation of these data concerning the course's popularity and student demand for the course impossible.

Course Objectives and Content

These respondents didn't teach psychology courses and thus they couldn't identify objectives they set for their courses. However, some of these respondents did identify the objectives they would set for such courses were they assigned to teach psychology. Of those who did indicate what objectives they would set for these courses, the three objectives to help students understand and deal with their own personal problems, to assist students to prepare for their future family life, and to assist students in their vocational planning each received 6 responses to tie for first place as the objectives these teachers would establish for their courses. However, with only 8.2% of the respondents marking choices to these objectives, the degree to which they represent all 73 respondents is impossible to determine or even estimate.

The case was much different in regards to the content and topics these respondents thought should be included in these psychology courses. With 22 topics to mark, the 73 teachers marked an average of 6.26 topics as ones they thought should be included in these courses. (See Table 24).

The three topics receiving the most responses were social behavior (28 responses or 38.4%), growth and development (27 response or 37.0%), and emotions (27 responses or 37.0%). These same three topics were assigned the rank positions of 2nd, 12th, and 4th, respectively, among the topics the 35 teachers included in their courses and positions 2nd, 12th, and 3rd, respectively among the topics the 35 teachers thought should be included in these courses. The three topics receiving the least number of responses among the 73 respondents were mental retardation (15 responses or 20.5%), parapsychology, esp (12 responses or 16.4%), and statistics (12 responses or 16.4%) for the rank positions of 20, 21.5 and 21.5, respectively. Comparatively speaking, these same three topics were assigned the rank positions of 13.5, 19th and 22nd, respectively, among

TABLE 24

Comparison of Responses of the 73 Respondents and 35 Teachers Concerning the Topics They Thought Should Be Included In Precollege Psychology Courses

	Topics the 73 Respondents Thought Should be Included In Precollege Psychology Courses			Responses of the 35 Teachers of Psychology Courses	
					Topics That Should be Included
Topics	F	%	R	Topics Included R	R
a) Social behavior	28	38.4	1	2	2
b) Growth and development	27	37.0	2.5	12	12
c) Emotions	27	37.0	2.5	4	3
d) Intelligence	26	35.6	4.5	8	6.5
e) The adolescent	26	35.6	4.5	8	6.5
f) Heredity and genetics	25	34.2	6	16	19.5
g) Motivation	24	32.9	7	8	12
h) Marriage and the family	23	31.5	8	15	12
i) Mental health	22	30.1	9.5	8	10
j) Learning and thinking	22	30.1	9.5	13.5	6.5
k) Love	21	28.8	11	11	14
l) Drugs, alcoholism, etc.	20	27.4	13	5	6.5
m) Physiology	20	27.4	13	20	19.5
n) Personality Theory	20	27.4	13	1	1
o) Mental illness	19	26.0	15	3	6.5
p) Child Care	18	24.7	16	21	21
q) Senation and perception	17	23.3	17.5	17.5	16.5
r) History of psychology	17	23.3	17.5	17.5	16.5
s) Abnormal behavior	16	21.9	19	8	6.5
t) Mental retardation	15	20.5	20	13.5	15
u) Parapsychology, esp.	12	16.4	21.5	19	18
v) Statistics	12	16.4	21.5	22	22

Note: The rank-order correlation coefficient of these ranked data are:

$\underline{r}_s(22) = .50$ ($\underline{p} < .02$). The $\Sigma d^2 = 882$. Comparing Columns 1 and 2.

$\underline{r}_s(22) = .92$ ($\underline{p} < .001$). The $\Sigma d^2 = 145$. Comparing Columns 2 and 3.

$\underline{r}_s(22) = .51$ ($\underline{p} < .01$). The $\Sigma d^2 = 860.5$. Comparing Columns 1 and 3.

the topics the 35 teachers included in their courses and positions, 15th, 18th, and 22nd, respectively among the topics the 35 psychology teachers thought should be included in these courses.

When the rankings of these 73 respondents were compared to the rankings of the responses of the 35 teachers, a correlation coefficient of .50 ($p < .02$) was found between the topics the respondents thought should be included in these courses and the topics the teachers actually included in their courses. A correlation coefficient of .51 ($p < .01$) was found between the topics the respondents thought should be included in these courses and the topics the teachers thought should be included in these courses. Table 24 illustrates these ranking assignments.

Respondent's Background and Qualifications

Probably the most important part of the data from these respondents is that concerning who these people really were. Several items on the questionnaire collected information regarding the background, position and qualifications of these different individuals. Below is reported the descriptive characteristics of the 73 respondents who desired to begin psychology courses in their respective schools.

Of the 61 respondents identifying the area of certification which currently covered the position they were filling, 35 (57.4%) held administration certificates, 17 (27.9%) held guidance and counseling certificates, 5 (8.2%) held social studies certificates, and 1 each (1.6%) held certificates in science, home economics, physical education and religion. The finding that 35 administrators of schools not presently offering separate psychology courses desired to begin such courses is exciting information. It means that in nearly half of these

73 schools, the person most responsible for determining the course offerings and curriculum of their respective schools indicated a desire to begin such courses. Thus, rather than tallying the responses of enthusiastic and hopeful teachers, these data largely reflect the desires of persons most likely to add such courses in their school's curriculums, i.e., the administrators. If given the information and the opportunity, these particular individuals are in the position to add separate psychology courses to the curriculums of their respective schools.

These respondents also identified the level of their college course training. Of 61 persons responding to this item, 23 (37.7%) reported they held a masters degree, 21 (34.4%) reported they had had completed work beyond the masters, 9 (14.8%) held the specialist degree, 4 (6.6%) held the doctorate, 3 (4.9%) held just the bachelors degree and 1 (1.6%) had gone beyond the bachelors degree short of the masters degree. These data indicate that the 73 respondents had completed higher levels of college course training than had the 35 teachers who currently taught the separate psychology courses.

However, while these 73 respondents had completed college course work at higher levels than their 35 teacher counterparts, they had earned considerably fewer hours of psychology course credit hours than did the 35 teachers who actually taught the psychology course ($\overline{X}$ = 16.1 (s.d. = 22.03) and 26.2 (s.d. = 27.2) hours, respectively). But, since most of these 73 respondents would probably not be the individuals who would actually be called upon to teach the separate psychology course were it added to their school's curriculum, there is little reason to over emphasize these data or this difference.

When asked whether or not they felt adequately prepared to teach a psychology course on the high school level, 28 of the 54 individuals responding to this item reported they were prepared to teach the course. In other words, at least 26.0% of all these non-teacher respondents felt adequately prepared to teach psychology to high school students.

These data primarily reflect the characteristics of school administrators and guidance personnel who desire to add psychology courses to their schools' curriculums. While these individuals would probably not teach the course themselves, they are quite influential in determining whether such courses would be offered and who would be assigned to teach these courses. For this reason, these data are important.

Professional Awareness and Involvement

In an effort to determine how well informed and involved these respondents were in psychology-related activities, their answers to these questionnaire items were examined.

When asked whether they were aware of the APA's Human Behavior Curriculum Project, only 4 respondents (5.5%) revealed they had heard of this project. None of these 73 respondents received copies of the APA newsletter, Periodically, while 46 respondents (63.0%) reported they wanted to begin receiving the newsletter. Finally, only 4 of these respondents were members of the Mississippi Council for the Social Studies, the one professional organization likely to provide the most direct assistance in helping these respondents plan and offer their courses.

Review and Conclusions

Of the 375 secondary schools surveyed in this study, respondents in only 35 indicated their schools offered separate psychology courses.

Thus, it is quite possible that all the remaining 340 schools did not offer such courses. With 163 of these 340 schools responding to the questionnaire, respondents in several of these schools reported an interest in beginning separate psychology courses in their respective schools.

This chapter provided information revealed by 73 individuals who wanted to offer the course in their schools. Of special importance is the fact that a majority of these respondents were (are) school administrators--the persons most responsible for the curriculums and courses presented in their schools. These data alone suggest a bright future for psychology in this particular state. From these data one might assume that as schools are able to expand their curriculums, those schools not presently offering separate psychology courses will being to include the course. This conjecture is supported by the data from the 35 teachers who reported an increase in student enrollment of 137% over that of the previous school year. Although it is unlikely that enrollment will continue to increase at this same rate, it is likely that the rate of increase will continue to be high as Mississippi schools continue to grow and to expand their curriculums.

Of equal importance is the fact that persons wishing to influence the direction of these courses in terms of objectives, content, or methods will find individuals in responsible positions who are waiting for assistance and guidance. From past experience in the state of Florida, this author suggests that if psychology, as a course of study, is to be more than a conglomerate of diverse courses with different objectives, content, and methods in every school, then some leadership must be provided now before it is too late. However, answers to questions of *who* should determine the nature of this course, *what* should be the content of the course, and how the course should be taught must be made relatively soon before the course offerings become to widespread and diverse to guide in any reasonable way.